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THE BOSTON UNIVERSITY/CHELSEA PARTNERSHIP

[FIRST] Report to the Legislature

September 1, 1992

From the President of Boston University

In 1992, the City of Chelsea weathered a severe fiscal crisis. In September 1991, the Governor of Massachusetts, responding to Chelsea's inability to meet its financial obligations, placed the City in receivership and appointed a receiver whose mandate was to cut costs. For Boston University this posed a painful choice. In 1989, the University assumed responsibility for the management of the Chelsea Public Schools on the basis of the City's promise that it would continue to fund the schools at or above 1989 levels. Faced with Chelsea's inability to keep that promise, would the University end its unique partnership with the Chelsea schools?

Keeping the Chelsea Project alive would require difficult choices: teachers would be laid off, programs cut, and needed reforms would be delayed. On the other hand, if the Chelsea Project died, what would happen to Chelsea's children? What would become of the hopes of the community that the Project had ignited?

In the end, Boston University chose to stay in Chelsea and work with the Receiver to make the best use of the resources that were left. In the face of an acute budget crisis, members of the University's administration and faculty have continued to work with the Receiver, Chelsea teachers, pupils, and parents to build schools that not only provide opportunities to Chelsea's children but which can eventually serve as a national model for urban school reform.

In the 1991-1992 academic year, despite the severe budgetary constraints, Boston University faculty members and Chelsea school administrators developed new curriculum objectives for the Chelsea High School. Chelsea teachers, with the aid of tuition scholarships, studied at Boston University. And the Management Team worked to improve teacher compensation. In these and many other areas described in this report we have made significant progress. By concentrating resources in the areas where they could do the most good now and in the future, we kept the Chelsea Project moving forward.

I am encouraged by the prospect that we can make and are making a fundamental difference in the lives of the children of Chelsea. We hired an outstanding superintendent who has made a commitment to serve for the duration of the Boston University/Chelsea Partnership. The worst of Chelsea's budget crisis is now behind us. We can build for the future with the confidence that comes from having faced and overcome adversity.



John Silber
President, Boston University

From the Chairman of the Management Team

It is my pleasure to submit the first legislative report at the conclusion of the third year of the Boston University/Chelsea partnership.

The results of the Partnership's efforts to date have been remarkable progress under adverse circumstances and a sense that excellence in education can be synonymous with Chelsea Schools. Certainly, nobody anticipated that the first three years of the Partnership would coincide with a fiscal crisis in Massachusetts. The crisis forced the Partnership to expend much of its time and effort cutting the budget, leaving less time and little public money for the reform effort that is needed if the children of Chelsea are to become viable and productive members of society.

Through these troubled times Boston University, under the leadership of John Silber, has stubbornly maintained its commitment to the Partnership utilizing University resources and outside funding to make significant inroads toward achieving the seventeen goals of the Partnership. Progress in this environment would have been impossible without the tireless efforts of Boston University staff, students and faculty, contributing their time free of charge and who are owed a debt of gratitude by all of us. Chelsea's administrators, faculty and many of its citizens are likewise to be congratulated on their efforts in behalf of the children of Chelsea.

Fortunately, additional educational funding aid has been made available to Chelsea for the upcoming school year. This additional aid is an excellent step forward and will permit significant progress in this unique reform effort. The additional funds, however, are insufficient to complete the work that is necessary to address the desperate needs of Chelsea and other similar communities.

It is our hope that the Governor, Legislature and other funding sources will recognize that the nation's future is dependent upon the education of our young, especially those who are disadvantaged, and will continue to increase funding for education.

A handwritten signature in cursive script, reading "Paul Clemente".

Paul Clemente
Chairman, Management Team

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This document is the first report of the Boston University/Chelsea Partnership as required by the enabling legislation (Massachusetts General Laws of 1989, Chapter 133, Section 13) that authorized the formation of the Partnership. A report is required annually hereafter through the completion of the Partnership.

INTRODUCTION

Origin of the Partnership

The Boston University/Chelsea Partnership is the most ambitious and most comprehensive educational reform project in the nation. It is a response to the national crisis in urban education; it is a comprehensive response to that crisis in one school system in particular.

This Partnership began when Andrew Quigley, a member of the Chelsea School Committee, and Mayor John Brennan asked John Silber, the president of Boston University, if the University might be able to help the Chelsea public schools. Dr. Silber agreed to consider the idea, and with the agreement of the School Committee, assigned a team to take an in-depth look at the Chelsea schools.

Chelsea is a small city of 1.8 square miles located just to the northeast of Boston, across the harbor and the Mystic River. The Tobin Bridge, which spans the river, cuts the city in two and dominates the skyline. The bridge also stands as a symbol of the demoralization of the city, many of whose citizens had come to view Chelsea as forever blighted by a bridge whose primary purpose is to link Boston not to Chelsea but to the communities north of Chelsea.

Once a flourishing suburb with one of the finest school systems in the country, Chelsea had become a city with overwhelming fiscal problems and a population struggling with every disadvantage brought on by poverty. The official census figure of 28,000 significantly understates the real total, which includes another 5,000 or more unreported immigrants. In fact, 73 percent of the students in the school system come from minority groups, including 55 percent Hispanic, 12 percent Asian and 6 percent African-American. After years of decline, the school system, like the city, was rife with problems that were not being addressed.

Studies of local school systems and recommendations for change are commonplace throughout America. What was unprecedented in the report of

Boston University's ten-month study was the conclusion that the changes called for were so extensive that they could only be achieved if the School Committee delegated the management of the schools for a ten-year period to a team of highly qualified, experienced educators, administrators, health care providers, financial managers, and other professionals who could provide the skills necessary to turn the system around. It would take that long to institute the kind of changes that would enable Chelsea to go on to manage and sustain for itself a truly good school system.

In March of 1989, the Chelsea School Committee, in a demonstration of both courage and ardent concern for the children of their city, endorsed the proposal that the City and Boston University form a partnership in which the University would manage the school system. In June of that year, the Massachusetts Legislature passed a bill that enabled the City of Chelsea to assign to the University all authority normally exercised by an elected school committee.

From the very beginning, the Partnership's approach was distinctive. It rejected the idea that the besetting ills of the Chelsea Schools were susceptible to a quick-fix. Instead, the University approached its task with a commitment to steady change and progress. It discarded the piecemeal approach of so many past attempts to reform local school systems and developed a comprehensive strategy that would deal with all aspects of readying children to learn, preparing teachers to teach, restructuring an outdated curriculum, and involving as much of the community as possible in its education system.

The Partnership is the first to give full and proper emphasis to the importance of early childhood education. It is the first to bring the substantial resources of a major university to an entire school system, resources from all its schools, including education, dentistry, management, public health, liberal arts, social work, and music.

There is much to be learned from the Boston University/Chelsea Partnership. While its primary focus is the revitalization of the Chelsea Public Schools, many of the project's lessons will prove useful in the reform of public schools throughout America. There has been much interest in the Partnership, both in the United States and abroad. Those involved in the Partnership have responded

to requests for information and advice from representatives of other colleges and universities who are interested in developing partnerships with schools or school districts. Among these have been Wayne State University, Duke University, and the University of Pennsylvania. Reflecting the intense concern throughout America about the quality of our public schools, many have turned to Chelsea with the hope of finding a model for education reform.

"Educators across the country are monitoring the Chelsea experiment to see what lessons can be learned when a major institution of higher education places its reputation and educational resources behind a school system on the brink of extinction," reported George E. Curry of the *Chicago Tribune*.

This is the third year in which Boston University has reported to the public on the progress of the Partnership, but this report is of special importance because it is the first report to the Legislature called for in the 1989 legislation that made the Partnership possible. It will cover the the major policies that have guided the project, the 17 goals identified in the legislation, the major initiatives undertaken, work yet to be done, and the data available to measure progress achieved thus far. The report also will cover the continuing financial crisis of the City of Chelsea, which culminated in the appointment in 1991 of a receiver to take over the management of the City as a whole. When the receiver came into City Hall last year, one of the few bright spots in the city was the school system, which had already begun the process of eliminating deep flaws in its programs and management.

A City in Crisis

Chelsea's recent history is a story that has been often told, but bears a brief retelling. It is a story of a city that suffered the worst ravages of the urban problems that plague many cities in America, problems that destroyed a once fine school system.

It is also a story of a School Committee that had the courage to ask for help, the wisdom to take it when it was offered, and the tenacity to stay with a

pathbreaking effort that will certainly provide instructive lessons for others throughout the nation.

Cities throughout America have experienced a period of declining resources as middle-class and other wage earners have moved to the suburbs, taking with them the tax base that funded schools and other government services, and as funds from state and national governments were cut or eliminated. All this was happening while demand for public services was rising. Chelsea, in particular, had been victimized by devastating fires and the construction of a bridge and highway that cut a swath through the heart of the city. At the time of the Boston University study, Chelsea had little business or industry and an aging housing stock, all of which resulted in an unusually small tax base. This was further eroded by a declining population. The average annual income in Chelsea was 44 percent below the state average, while the violent crime rate was three times the state average.

The City had grown ever more dependent on state aid. It was not able to keep up with other communities in many areas, including pay scales for teachers. In consequence, teachers with the most promise often left the city for higher paying, and perhaps more rewarding, positions in other communities. Those who remained included many with an extraordinary commitment to education and their students. The leadership of the schools also suffered, and the system could not afford the teaching of art, music and other important subjects. The curriculum was in disarray.

Standard measures showed how badly the school system was working. More than 50 percent of the students entering school lacked an adequate background in the English language. In 1988-89, only 24 percent of high school students took the SAT test, and only one out of every five graduates said that they planned to attend a four-year college. One in four teenage girls was pregnant or a mother. Fifty-two percent of those who entered high school did not graduate. As one School Committee member put it, *"We scored highest in all the areas you want to score low in, and lowest in the areas you want to score high in."*

A Continuing Fiscal Crisis

The financial situation in Chelsea continued to deteriorate in the years after the Partnership was formed. Buffeted by the recession and political battles that prevented any significant improvement in the effectiveness of local governance, the City was soon facing a situation far worse than anyone might have projected in 1988.

During the summer of 1991, the city of Chelsea was brought to its knees by political and financial bankruptcy. City property tax dollars paid only \$14 million of the \$46.2 million proposed budget and a combination of increasing uncontrolled expenses and reductions in state aid resulted in a \$9.5 million projected deficit. The school department budget, as determined by the city government, was cut until it was 27% below the amount necessary just to provide level services. This was a clear violation of the city's contract with Boston University in which the city pledged to maintain, and if possible to increase, funding for public education.

So deep were the proposed cuts that the city could not have provided education for the majority of its children. Virtually all of the budget would have gone to state-mandated programs for special education and bilingual students. The school department, recognizing that the projected cuts would require a total restructuring of the school system, was forced to issue lay-off notices to all teachers at the end of the 1990-91 school year.

During the summer of 1991, the schools were totally reorganized and by the first day of school, students were informed of their new school assignments, sports and physical education programs were eliminated and some classes increased in size to 40 students. In the end, 50 of the 302 teaching positions had to be eliminated.

In other city departments, however, chaos reigned. The result was financial collapse. At this juncture, the state stepped in and placed the City of Chelsea into receivership — the first time this had happened in

Massachusetts since the Great Depression. The schools opened two weeks late with the city under the control of Receiver, James M. Carlin.

Despite these chaotic conditions, the Chelsea schools were kept functioning thanks in large part to the dedicated efforts of the superintendent and the staff; order was maintained and education took place throughout the year.

In December 1991, Joyce Harris of the *Dallas Morning News*, was able to report, "Chelsea's schools once ranked among Massachusetts' very worst. Now they are sharply improved under the sweeping BU/Chelsea Schools Education Partnership, perhaps the nation's boldest attempt to break the cycle of poverty."

I. THE STRUCTURE OF THE PARTNERSHIP

Many areas of concern were revealed by the 1988 study. The problems in the school system were so great that it was strongly recommended that the School Committee engage an independent agent to make the changes that were needed. Given a decade during which these reforms could be implemented, this independent management would have the time to make changes and to instill in the teachers, administrators and community leaders the habits of effective and responsible school management. Moreover, an outside manager would be free from some of the constraints that had hampered administrators and elected officials over the years. Specifically, that agent would be able to revitalize the collective bargaining system, institute a new administrative structure to erect a buffer between the members of the School Committee, who are subjected to constant political pressure, improve the management of the schools, and seek outside resources to supplement the already strained school budget.

A fundamental concern was accountability. Elected officials were being asked to delegate to an outside organization the authority and responsibility initially reposed to them by the city charter. To allay any concern that voters might lose the ability to influence decisions about their school system, the contract between the University and the City was written so that it could be terminated at any point by simple majority vote of the School Committee.

Other concerns were also voiced. Some teachers were afraid that they might lose privileges achieved through collective bargaining, or that they might bear a disproportionate share of "blame" for the condition of the school system. Some members of various ethnic groups believed they would not achieve an effective voice within the community leadership. They also feared they might face even greater barriers in achieving positions of influence in Chelsea.

These concerns were widely recognized and addressed. In both the agreement with the city and in the enabling legislation, steps were taken to ensure public access to the Boston University Management Team that would exceed the level of access available to the School Committee. Parents and citizens were assured that they would play a significant part in school matters. Teachers were told that professional development and fairness in pay were key priorities of the University.

As Mark Starr of *Newsweek* noted in September 1990, "For all the confusion, contention, and contretemps that marked the first year, there was significant change and achievement in Chelsea."

II. BASIC IDEAS FOR EDUCATION REFORM

The principles that guide the Boston University/Chelsea Partnership are simple. Children should be ready to learn. Teachers should be ready to teach. There must be something important to teach, i.e., important subject matter must be taught and learned. These three ideas underlie virtually all of the reform efforts that have been undertaken in Chelsea.

The first idea — that children should be ready to learn — is the cornerstone of any successful education reform. In urban areas in particular, too many children arrive at school unprepared for education. Poverty, inadequate or non-existent health care, parental unawareness of the importance of education, and more, place many children at a profound disadvantage before they even begin kindergarten. Children facing such obstacles are deprived of their educational birthright. It is a prescription for failure. That is why the Boston University plan puts its principal emphasis on early childhood education, including programs devoted to parental involvement, intergenerational literacy, day care and, eventually, pre-natal health care. The Early Childhood Program, when fully phased in, will provide pre-school education for every child from age three through six who needs it, every working day of the year from 7:30 a.m. to 6 p.m. Our purpose is to create a comprehensive program that will transform the educational system, not just to dabble in a stop-gap reform. Unless this can be achieved, Chelsea will be condemned to continue to operate a program of remediation. Without the necessary programs for younger children, the Chelsea schools will always be trying to overcome past inadequacies.

The second idea — that teachers should be ready to teach — acknowledges that teachers must be masters of both subject matter and the arts of teaching and that they ought to be recognized and properly compensated for achieving such mastery. Further, the system must provide

the teachers with the tools they need, including up-to-date books and teaching materials, as well as a safe and enriching school environment in which to teach. Finally, teachers must work within a school system that is managed effectively, accountably, and with respect for all participants.

The third idea — that important subject matter should be taught — describes a necessary precondition of any genuine education. Children must learn to read well and to write and speak fluent and correct English; they must obtain a solid grasp of mathematics, and develop an informed and rational understanding of the world. Children should learn the methods of scientific inquiry, the history of the common culture to which we are all heirs, and the ideals of responsible civic, professional and private life. An effective curriculum must balance the timeless elements of education with a thoughtful selection of contemporary skills and recent information.

An ideal, but attainable, school system should be able to incorporate these elements into its programs and operations without undue financial strain. A reform effort such as the Boston University/Chelsea Partnership, must build toward the acquisition of these elements, and naturally there is a cost for this. Much of the funding for new programs, special projects and improved compensation in Chelsea has come from grants, philanthropic contributions, and direct funding and services from Boston University. The inability or unwillingness of the City to increase local funding to a responsible level has not lessened the Partnership's determined commitment to the reforms. Boston University has remained fully committed to the continued improvement of the Chelsea school system through the implementation of programs that support the basic ideas that guide the Partnership.

III. BOSTON UNIVERSITY/ CHELSEA PARTNERSHIP GOALS

At the outset, the Partnership identified 17 goals that it would strive to achieve during its ten years of existence. These goals respond directly to the major problems that the Boston University study identified in Chelsea. They are the standards against which progress of the Partnership is to be measured over the course of time. The goals — some of which clearly are more important than others — represent results that should be achieved over the ten-year span of the project.

The seventeen goals are:

1. Revitalize the curriculum of the city's school system.
2. Establish programs for the professional development of school personnel and for the expansion of learning opportunities for parents.
3. Improve test scores of students in the school system.
4. Decrease the dropout rate for students in the school system.
5. Increase the average daily student attendance rate for the school system.
6. Increase the number of high school graduates from the school system.
7. Increase the number of high school graduates from the school system that go on to attend four-year colleges.
8. Increase the number of job placements for graduates of the school system.
9. Develop a community school program through which before-school, after-school, and summer programs are offered to students

in the school system and through which adult education classes for inhabitants of the city are offered.

10. Identify and encourage the utilization of community resources.
11. Establish programs that link the home to the school system.
12. Decrease teacher absenteeism in the school system.
13. Improve the financial management of the school system and expand the range of operating funds available to the school system.
14. Increase salaries and benefits for all staff, including raising the teacher salary average to make it competitive with the statewide average.
15. Construct effective recruiting, hiring, and retention procedures for all staff members.
16. Establish student assessment designs and procedures that are of assistance in monitoring programs and that act as incentives for staff members in each school.
17. Seek to expand and modernize physical facilities in the school system.

All of the goals derive from and support at least one of the three basic principles of the Partnership; some of the goals derive from and support more than one of those principles. Activities and programs to improve student attendance, for example, can stem both from efforts to help *prepare* children to regard school as an important and natural part of their lives, and from improvements in quality and effectiveness of *curriculum* to increase students' enthusiasm for attending school.

One of the clearest ways to describe the programs of the Partnership is to group them under the three guiding principles. Progress must also, of course, be measured by examining the programs individually and by observing to what extent each goal has been met.

IV. BOSTON UNIVERSITY/ CHELSEA PARTNERSHIP PROGRAMS

Since entering into the Partnership, Boston University has begun a large number of programs to improve educational opportunity for Chelsea's children. The University has also engaged in extensive fund-raising activities, and has contributed substantial in-kind and direct services and payments to the Chelsea schools. Indeed, the University has found itself not only working to transform a school system, but also fighting for the very survival of that school system. The financial problems that engulfed Chelsea made it impossible for the city to provide an appropriate share of the costs of its school system. In 1991, the city faced fiscal collapse and the Legislature voted to place Chelsea in receivership. This occurred against the backdrop of a national recession that significantly limited the availability of governmental, foundation and corporate support for the Partnership.

Nevertheless, Boston University remained fully committed to the Partnership. Members of the Management Team, faculty, staff and students from the University formed even stronger relationships with members of the school system and the community, and, working together, proceeded to develop and implement programs designed to support reform efforts in accordance with the seventeen goals.

The following sections offer brief summaries of the programs, organized according to the three guiding ideas of the Partnership. This is followed by separate sections on financial issues, on fund-raising, and on what can be said at this preliminary stage about the outcomes of the Project to date.

Children ready to learn

The Early Childhood Program

The **Early Childhood Program**, serving pre-school and kindergarten children through a variety of efforts, is the Partnership's centerpiece. The Early Childhood Program is designed to break a cycle of failure in which many children begin their education unprepared to learn. The Partnership has sought to offset the problems endemic to urban schools by providing environments that are intellectually stimulating, safe, clean, orderly, and supportive of pre-school children.

"Teachers know they, alone, cannot educate children," said Joan Ottinger, director of the Early Childhood Program. "Children's families provide the foundation essential for learning." Parents are therefore encouraged to play an active part in their children's education and sign a pledge that they will do so.

At the heart of this effort is the **Pre-school Program** located at the Williams and Burke Elementary Schools. The Pre-school Program is special because it operates every working day of the year from 7:30 a.m. to 6 p.m., and it is designed for three- and four-year olds. The Program provides a high-quality learning environment for English speaking, bilingual, and special needs children. There is one teacher and one teacher's aide for every 15 students in the program. Among the program's many innovations is the "Two-way Bilingual Program," a program in which children from Spanish- and English-speaking backgrounds play and work with each other and together learn each other's language. Since 1989, the Pre-school Program has expanded every year. Beginning with only 30 students, so far 255 three- and four-year olds have participated in the program. It is projected that in the 1992-93 school year the Program will have an enrollment of 355. By 1993-94, it will be available to all children who need this preparation — perhaps as many as 450.

In addition to helping these younger children, the Early Childhood Program also has enrolled an average of 325 kindergarten children each year. Since 1989, 1,300 five-year-olds have participated. In the 1992-93 school year, over 400 students are expected to enter kindergarten. There is one teacher and one teacher's aide for every 25 kindergarten students. The kindergarten children are also provided with an extended day. In all Early Childhood Programs parents have the option of sending their children to school from 7:30 a.m. to 6 p.m. In the 1992-93 school year, the first grade day will be extended to 6 p.m. for those children who need daycare.

In support of the Boston University/Chelsea Partnership as a national model, syndicated columnist Mary McGrory wrote in the *Washington Post* "[John Silber] has grasped the essential fact about the crippling effect of poverty on young minds, about parents who simply do not have the capacity, or the time, or the will, to nurture their children, to talk to them, play with them, sing to them and give them a sense of their worth . . . [Secretary of Education Lamar] Alexander should go to Chelsea, Mass., where Silber's new idea of wraparound day care — year-round, day-long, — for kindergarten children is being operated."

Also included in the Early Childhood Program are the **Intergenerational Literacy Project**, the **Chelsea Home Instruction Program**, and the **High Technology Home Daycare Project**. These three projects link the home to the school system by bringing educational programming to children at much younger ages than traditional school systems typically offer.

The **Chelsea Home Instruction Program** (CHIP) has been adapted from a successful program in Israel. This program, which is federally funded and provided at no cost to families, helps parents to develop their children's learning skills and instill in them an excitement about learning. Visiting home instructors provide parents with activity kits of basic learning materials and one-on-one instruction in how to use them. The instructors visit weekly and describe projects for parents and children to do together, such as enjoying a book (a paperback book is included in every week's activity packet), reading and preparing a simple recipe, or drawing and listing everything in the home

that is round or square. Each CHIP activity is designed to help ensure the child's successful entry into school by helping parents develop their children's skills in language, sorting, classifying, problem solving, and sensory discrimination. Parents attend workshops to help them understand the principles that underlie this important project. English, Spanish, Khmer, and Vietnamese language programs are offered. In 1990, CHIP instructors helped 60 families; in 1991, 120 families; and in 1992, 160 families.

The IBM-Sponsored **High Technology Home Daycare Project** leads the nation in the use of a computer network to link family daycare providers with educational resources outside their homes and with each other. The network supplies up-to-date information to childcare providers about a wide variety of subjects, including nutrition and safety, relevant community programs and activities, and educational play activities appropriate for young children. Daycare personnel are trained in educational methods, child development, and computer literacy. Since the beginning of the program 12 family daycare providers serving more than 70 children have been added to the network. The daycare providers communicate via computer modem with advisors at Boston University's School of Education and Sargent College of Allied Health Professions, as well as the Chelsea School Department, Massachusetts General Hospital/Chelsea Memorial Health Center, and other Chelsea childcare agencies. The project has trained staff from all childcare organizations in Chelsea.

The project coordinator gives weekly assignments to the providers designed around developmentally appropriate activities dealing with gross motor development, emergent literacy, and language acquisition. The home teachers also use the network to arrange joint activities such as field trips, and to get information from a variety of resources. "We're coming up with ideas together that we never would have thought of alone," says project director Kathleen Kilgore.

The Partnership's **Intergenerational Literacy Project (ILP)** teaches whole families to read. In eight-week sessions, marginally literate parents and others who are caring for children under the age of ten are taught to read and help teach their children to read. Since 1989, 367 families have been enrolled

and 846 children have participated. Currently the program's attrition rate is 7 percent, compared to the national average of 60 percent. Also known as "Parents as Partners," the project has among the highest attendance and lowest attrition rates of any literacy program in the country. (See graph on page 42.)

Adult participants learn to read using books that they can then read to their children, thus breaking the cycle of illiteracy. At the same time, their younger children are provided with daycare where they read and listen to stories that are read to them by their parents. The project offers both day and evening sessions. Funding comes from the U.S. Department of Education, the Massachusetts Department of Education, the Xerox Corporation, the Ratchesky Foundation, Mr. and Mrs. Henry Meyer and the Chelsea Public School Voyager Grant Program.

Nearly 70 percent of the students in the project are Hispanic, and 20 percent are Southeast Asian. "I never went to school before. I never had the opportunity. And after I had my kids, I didn't have the time," says Marta Lopez, 37, who moved to the United States from Colombia 16 years ago. "These classes fit right into my schedule — I come here in the morning after dropping my older kids off at school."

In addition, a literacy tutoring seminar is held every Wednesday evening from 7 p.m. to 8:30 p.m. during the academic year. Rosa Orosco and Jesus Rivera, who had originally enrolled as students in the Intergenerational Literacy Project when their children were preschoolers and kindergarteners, are now paid tutors. Ms. Orosco, 40, who moved to the United States from Guatemala 13 years ago, even persuaded her parents, José, 74, and Julia, 64, to enroll in the project.

Boston University recognized that Chelsea already had a number of private, non-profit pre-school programs as well as a Head Start program for three- and four-year-olds. In collaboration with these existing programs, a new plan called **Access and Options** was drafted by a consortium of pre-school providers. This plan has established the goal of providing every three- and four-year-old child in Chelsea with the opportunity of participating in a Pre-

school Program every work day of the year. In April 1991, the Boston University/Chelsea Partnership Management Team created an Early Childhood Task Force made up of representatives of all the public and private early childhood education providers in Chelsea. The Task Force analyzed the barriers that existed in the system, such as the strict economic eligibility requirements of some programs and the limited resources of the public schools. It then created a coordinated program of various options to enable parents to choose the program that would best suit their needs, including half-day, school day, full-day, and extended programs. The program is overseen by the Early Childhood Advisory Council which is composed of parents, an elementary school principal, a teacher from each of the participating programs and a representative of the State Office for Children.

"Such experimentation is becoming the norm at Shurtleff and other schools here in Chelsea, a city hitherto known for problems in education," reported Catherine Foster in the *Christian Science Monitor*.

Health Initiatives

Ambitious efforts to revitalize public education must be complemented by equally ambitious efforts to address the health of students. Students who suffer from inadequate nutrition, dental problems or other health problems, are placed at a learning disadvantage that must be overcome. Students who are physically debilitated or in pain cannot learn effectively. The Partnership has made a strong commitment to promoting comprehensive health care, including dental and mental health.

Beginning in September of 1990, the Massachusetts General Hospital/Chelsea Memorial Health Center, in cooperation with Boston University's School of Public Health, opened a school-based health clinic at Chelsea High School. Approximately 185 students, or 16 percent of the school population, utilized the **Chelsea High School Health Clinic** that year, and 276 students participated during the past school year. Particular attention was given to the needs of new immigrant students, and 50 out of the 185 enrolled during the first year were new immigrants.

The Partnership also realized the importance of **dental health**. In 1990 Boston University's Goldman School of Graduate Dentistry began a dental education and screening program for the Williams and Prattville schools. Today, the Goldman School provides free dental screenings and individualized education at each Chelsea school. Screening reports are sent home to each family. Referrals are made for those children with moderate or severe dental problems, and follow-up efforts are coordinated by the school guidance counselors, school nurses, and the Parent Information Center. This program has had an extremely high participation rate. Since it began, 2,234 students have received examinations. In addition, a daily tooth-brushing project has been established for pre-kindergarten and kindergarten children.

Mental health programming is also essential. To be entirely ready to learn, children should be mentally and emotionally fit. Boston University's School of Social Work, which has worked in Chelsea since before the Partnership began, has made great progress in **violence prevention** programs, for example. The severity and frequency of conflicts among high school students has been significantly reduced, and some students are turning to mediation and counseling. Professor Maria Albadalejo Meyer explains, "Students are coming to us *before* the conflicts turn into fights."

In 1989, the School of Social Work developed a student community service club, **Team YES** (Youth Eager to Serve), at the Williams School for sixth-, seventh-, and eighth-grade students who volunteer their time to work in nursing homes, daycare centers, and a community food drive. Since 1989, 265 students from the Williams School and the Shurtleff School have participated in Team YES. "The children have developed a sense of responsibility for and connection with their community," says School of Social Work Assistant Dean Terry S. Lane.

Throughout the school year, members of the School of Social Work faculty work directly with students to help them function more effectively in school. They provide counseling as well as intervention in the areas of drug and alcohol abuse.

Adult Education

More than 300 students, ages 16-85, participated in Chelsea's **Adult Education Program** during the 1991-92 school year. Funded two-thirds by the Massachusetts State Department of Education and one-third by the Chelsea School Department, the program is an important resource for improving the educational status of Chelsea's adults and their children. The typical student is between 25 and 44 years old. The program's two main offerings are Adult Basic Education and the General Educational Diploma. There are 10 staff, four of whom also teach in the Chelsea schools during the day.

Evergreen, a Boston University program for senior citizens, is now available to senior citizens from Chelsea. The program includes lectures, social activities and light exercise. Evergreen participants have the option of auditing Boston University courses for a fee of \$20 per course.

After School Programs

During the 1991-92 school year, 400 students were enrolled in Chelsea's **Elementary After School Program**. These programs run until 4 p.m. each day. Some of the educational enrichment activities include Computer Partners, which brings parents into the schools to work with their children on a computer in a writing program; Homework Helper, which gives assistance to first- through seventh-grade children on homework projects; a girls' sports program; and arts and crafts.

A popular after-school program in the elementary schools is the Tutoring/Homework Center at the Shurtleff School, in which 30 students participated during the 1991-92 school year. At the Prattville School, 32 students in grades 1 through 7 participated in the Stay and Play Sports Club, which offered a variety of recreational activities.

Music is another popular after-school activity, building on a greatly strengthened in-school music program. At the Williams School, for example, 48 students took part in band, chorus, or instrumental lessons.

Many programs, funded by a variety of grants, take place in the summer to accommodate the children of Chelsea. There are programs in sports, computers and computing, music, English as a Second Language, and a program designed to assist families who have recently moved to the city. High Expectation Learning Program (H.E.L.P.) courses, for students who are missing a few credits for graduation and want to catch up, are also offered during the summer.

The **Pathway School** program is an alternative high school for students who have dropped out, or who have a record of chronic absenteeism. During the 1991-92 school year, several of Pathway's 32 students had nearly perfect attendance, and most Pathway students are showing remarkable improvement in attendance. In June 1992, five students graduated from Chelsea High School through the Pathway School. One has entered full-time employment to support his young family. Another will commence a training program in office management that will eventually enable her to get off welfare and become self-supporting. One young man has been hired as a staff member by City Year, an urban service program. Another will be entering Brandeis University's Transitional Year Program in September. Another young woman will take classes at Bunker Hill Community College in the fall, and she has been accepted by Northeastern University for second semester. The RJR Nabisco Foundation provides funding for the program.

One feature of the Pathway program that accounts for much of its success is its non-traditional school schedule — from 2:30 to 9 p.m. each day. Many students have reported that attending school during the evening has kept them out of trouble because they are less likely to be on the streets when problems occur. In the same way, the late hours allow staff and students to experiment with different approaches to curriculum, discipline, and other matters without interrupting productive day-to-day operations of the regular school.

Self-selection and student involvement are other important features of the Pathway program. While student referrals are solicited from teachers and other school personnel, no student can be forced to attend the Pathway School. Information about the program is made available to all students — no student is excluded from Pathway by virtue of a special need or prior school history. All potential Pathway students participate in an extensive interview process, a process

in which other Pathway students (at their own initiative) participate. If accepted into the program, students are required to make a year-long commitment and to participate in the shaping of the program.

The adoption of a “teacher/advisor” model has allowed the Pathway School to eliminate some of the conventional barriers between staff and students that may have contributed to the students’ poor performance in the past. Each staff member has assumed advisory responsibility for a group of Pathway students, assisting students in setting and achieving goals and providing additional academic and personal support.

In another innovative approach to finding common ground between teachers and students, the Pathway Friday program gives students an opportunity to see teachers as fellow learners. During the first trimester of the 1991-92 school year students and staff together participated in a Boston Harbor ocean rowing program in conjunction with the Hull Lifesaving Museum. During the spring of 1992, all were involved in a theater residency with the Roxbury Outreach Shakespeare Experience (ROSE).

The Pathway School has been able to adopt non-traditional teaching models because it has recruited professional staff who have experience with and are totally committed to exploring alternative approaches with adolescents.

Pathway goals are “ambitious but attainable” says Pathway coordinator Maggie Lodge. These include the development of an individualized academic learning plan for each full-time Pathway student; the development of a project-oriented curriculum approach as the foundation for individualized student learning; the development of an after-graduation plan for each full-time Pathway student; the identification of a “significant adult” for each full-time Pathway student; and the production and dissemination of information about the Pathway School to parents and potential students. The program reflects the high expectations the Partnership holds for all work by students and teachers.

The Schools and the Community

Parental involvement is essential if the Partnership is to succeed in preparing children for school, and many parents in Chelsea have shown a strong interest in their children's education. Along with Early Childhood Program initiatives such as the Intergenerational Literacy Project and the Chelsea Home Instruction Program, the **Parent Information Center**, funded by a Chapter 1 grant, is another resource for families. It assists parents by offering information regarding school programs, and acts as a liaison between parents and school administrators. The Partnership's **School Leadership Councils**, which were developed through negotiations with the Chelsea Teachers' Union, give teachers and parents the opportunity to discuss school issues and make joint recommendations to principals.

Each school's Parent-Teacher Organization (PTO) has a very active membership. Parents assist in classrooms, staff "parent rooms," chaperone field trips, participate in "read aloud" programs, and volunteer in every imaginable way — even helping with the essential work of cleaning graffiti off school buildings. Graffiti debase public spaces and threaten civility. They are not tolerated in the Chelsea schools.

At Chelsea High School, programs such as **Dreams & Plans** reach out to parents. Dreams & Plans, which is designed to address attendance and drop-out problems, offers monthly group meetings for parents of children with attendance problems. A parent advisory group meets monthly to advise the principal about school issues; parent liaisons work on parent involvement projects. In one project during the spring of 1992, parents called every student's home to invite families to attend a workshop on improving attendance. Thanks to Boston University, which purchased an automatic phone dialer for the school, the High School's attendance office has an extensive automated parent calling system. These, and other efforts, have resulted in an increase in attendance at Chelsea High School from 77 percent in school year 1991 to 81 percent in 1992. At the same time, the annual high school dropout rate has decreased 10 percentage points between 1989 and 1992 from 18 percent to 8 percent.

PTO volunteers have reopened the Shurtleff School library, which had been closed due to lack of funds. English as a Second Language classes for parents have begun thanks to federal funds and a Bank of Boston grant. At the Prattville School, "Open School Days" provide an opportunity for parents to see their children at work. A kindergarten "Parent Read Aloud" program offers parents the use of a lending library. The Prattville Computer Partners Program brings parents into the school to learn about computers with their children. A Bank of Boston grant entitled "Let's Go: Boston" invites parents of second- and third-graders to accompany their children as they visit historical and educational sites in the Boston area. Another Bank of Boston grant enabled parents to open and operate the Prattville Co-op Shoppe.

The Burke School has an open-door policy allowing parents to visit the school at their convenience. Parents visit classrooms daily and read aloud to students. This year parents of sixth-graders took an active part in the school's multicultural celebration/dinner. Three of the school's Early Childhood teachers applied for and received a Bank of Boston grant to expand the school's "Lend a Story" program, which permits parents to borrow books, tapes, and a tape recorder. "The best part of the program is that the students themselves are choosing the stories and 15 to 20 parents a week are reading to and with their children," says principal John T. Andreadis. Also, tulips have blossomed in the front of the school, thanks to a the gardening skills and donations of parents.

A Parent Room has been opened this year at the Williams School, staffed by a parent. Parent volunteers staff the libraries and work in classrooms, especially in the Early Childhood Program.

Parent Survey

Parents' views were sought through a 1991 telephone and house-to-house survey of 383 families with children in the Chelsea Schools. The Institute for Responsive Education at the Boston University, which conducted the survey, asked parents to identify the school system's major needs. Respondents provided answers to questions about the effectiveness of the schools,

community problems, parental participation, educational preferences, and health care concerns.

The results of the survey provided the Partnership with specific areas to consider in the design of its programs including: adult education, health care, English as a Second Language, and alcohol and drug abuse. As shown in this report, the Partnership has addressed each of these concerns.

Teachers ready to teach

The second major idea of the Partnership's general educational philosophy — that teachers should be ready to teach — acknowledges that teachers must first be competent and then be recognized for their services. The school system must provide its teachers with tools, including up-to-date books and teaching materials, as well as a safe and enriching environment in which to teach. Also, teachers must work within a school system that is managed competently, effectively, and with respect for all participants.

Boston University faculty have worked intensively with teachers and administrators in Chelsea since the beginning of the Partnership. Together, they have written curriculum guides, and Boston University faculty have provided Chelsea teachers with training on site and at Boston University in subjects directly relevant to their teaching.

During the 1989-1990 school year, School of Education faculty developed curriculum objectives in each of the four core subjects — mathematics, social studies, reading, and science — for Chelsea students at the pre-school level through eighth grade. These objectives were reviewed by administrators, the Chelsea Executive Advisory Committee and focus groups of Chelsea teachers.

Then, during the summer of 1990, a summer institute was held for twenty-eight Chelsea elementary school teachers to review and refine these curriculum objectives. This review provided the basis for textbook selection,

teacher workshops, curriculum materials and instructional strategies. The teachers who participated represented all the schools in the system in regular, bilingual, Chapter I and special education programs.

Later that fall, faculty from the School of Education visited the schools one day per week to help teachers implement these curriculum improvements and to help orchestrate classroom activities. Professors Suzanne Chapin and Loretta Heuer, for example, have been meeting throughout the past year with teachers in grades five and six on ways to improve the teaching of mathematics. Dr. Jeanne Paratore and Dr. Roselmina Indrisano have helped lower-grade elementary reading teachers. In science, Professor Terry Kwan has organized the ordering of new science books and materials and is planning teacher-training workshops for 1992-93. She also provided after-school workshops to assist students.

During the 1991-1992 school year, the process was repeated for the high school curriculum. Curriculum objectives were developed in mathematics, science, history and English. In the summer of 1992, an institute for high school teachers was held to review and refine the objectives, and to explore new topics and new materials. At the summer institute, Professors Carole Greenes and Carol Findell led workshops in mathematics, Professor Robert Kilburn in science and Professor Alan Fraker in history and social studies.

The summer institutes are funded by grants secured by the School of Education which have totalled \$156,000.

Boston University provides tuition scholarships to Chelsea teachers who wish to continue their education at the University. The scholarships enable up to eight teachers per semester (fall, spring, summer) to take any four-credit course offered at the University. Scholarship recipients are selected by the Chelsea School Superintendent's office. In 1991-92, Boston University provided Chelsea teachers with 21 tuition scholarships. Since the Partnership's inception, the University has provided 55 tuition scholarships to Chelsea teachers and administrators.

The Partnership's "Project Match" assigns Boston University professors to Chelsea schools and teachers. "It's interesting to note that once match requests were being filled, new requests were made — without further formal announcements," said Earl Adreani, director of the Boston University/Chelsea Schools Partnership's Library and Media Services.

Compensation

A major achievement of the Partnership has been an agreement with the union representing the Chelsea teachers that has begun to address the severe pay inequity faced by teachers in the system when compared to pay scales in surrounding communities. The new agreement presented an opportunity to introduce performance pay incentives that would recognize above-average merit in teacher performance. This agreement is especially remarkable in light of the financial crisis in Chelsea; it stands as an affirmation of the principle that professional teachers must be recognized fairly for their efforts.

In 1988, the year before the Partnership began, the average Chelsea teacher received 33 percent less than the average teacher in the state and 20 percent less than teachers in the surrounding communities of Everett, Winthrop, Revere, Malden, and Somerville. During the first three years of the Partnership, Chelsea teachers received an average 26 percent increase in compensation. In 1992, the compensation of Chelsea teachers had risen until it was only 4 percent below the surrounding communities, and 12 percent below the state average. All teachers are eligible to receive permanent performance increases of up to 4 percent, based on achieving annual goals and on classroom observation of teaching effectiveness. Additional salary increases are needed, but the Management Team cannot recommend this until funds are available from the City of Chelsea or some other regular source.

Administrators, who were 29 percent behind the average of surrounding communities and 36 percent behind the state average, have received a 22 percent increase, and adjustments have been made based on scope of responsibility.

One of the most dire challenges faced by Chelsea teachers came about as a result of the 1991 fiscal collapse of the city. Faced with an uncertain — but clearly inadequate — budget, the School Department was forced to issue lay-off notices to all teachers during the spring. Working closely with the teachers' union, the superintendent's office worked diligently to identify those teachers whose skills and experience, as well as contractual rights, would best function in a scaled back and reorganized system. In all, 252 teaching positions, out of 302, were retained. Good-faith efforts between the School Department and union forged an even stronger bond of trust and laid the foundation for even further progress over the past year.

New Schools

The phrase "teachers ready to teach" presupposes that teachers have a place in which they may safely and productively teach their students. (By the same token, students need these same conditions for effective learning.) Such conditions have not existed in Chelsea for many years. The newest school in Chelsea was built in 1909. Chelsea is the only community in the state never to have taken advantage of funding opportunities for new school construction through the Massachusetts School Building Assistance Bureau. The Bureau provides up to 90 percent of the funds needed for new school construction.

The need for new school buildings is becoming more evident every year. Architects have determined that the cost of removing asbestos and making other repairs in the present buildings would be greater than the cost of constructing new buildings. The Williams School, for example, is a multilevel structure and the cost of renovation for handicap access would be prohibitive. In addition, its heating and ventilating systems are not repairable. The existing buildings have wet basements, unsafe radiators, leaking roofs, inadequate plumbing, collapsed fire walls, and no auxiliary lighting. There is no library at the Burke School, falling roof slates endanger children on the playground at the Williams School (where a wall in the school yard is in danger of collapsing), there is deteriorating concrete molding around the Shurtleff School's roof line, and, at Chelsea High School, there are a dangerously uneven gym floor and two inoperable boilers.

The Chelsea Community Development staff estimates that over a 20-year period the city will have to spend \$32 million for repairs to basic systems in all existing schools, none of which would be reimbursed by the state. On the other hand, the local share of the \$92 million cost for new buildings constructed through the Massachusetts School Building Assistance Bureau could be as low as \$4 million over 20 years.

The Board of Aldermen and the Receiver have approved a resolution supporting the "Chelsea Educational and Community Campus Plan," which proposes the construction of a new high school, two new pre-kindergarten through eighth grade schools, and the renovation of the Shurtleff School. These facilities would provide space for a total of 4,880 children. All of the necessary documentation has been filed with the School Building Assistance Bureau.

In addition to providing classroom space, the new buildings will serve multiple community needs for recreation, athletics, health and human services, vocational and job training, and senior activities. The buildings will also provide space for year-round pre-school and extended daycare, art and music programs, a supplementary library, and a cable TV studio.

Moreover, new school construction will lay the basis for economic recovery in Chelsea by attracting new residents. A revitalized, high quality system of public education, housed in schools, along with other infrastructure improvements initiated by the Receiver, will contribute to rising property values. The school construction project will generate between 420 and 700 jobs in Chelsea, with preferential hiring for Chelsea residents. Thus, the construction of new schools in Chelsea can be the foundation for enormous economic and educational progress. In fact, it is imperative if the goals of the Partnership are to be achieved at the end of ten years. Although the Partnership is optimistic that this construction program will go forward, it is far from being an accomplished fact. Many more obstacles will have to be overcome before the first shovelful of earth is turned for new schools in Chelsea.

Important subjects taught and learned

It is not enough that teachers be ready to teach and students be ready to learn. Subjects must be taught that are important — important for the intellectual and moral development of the students, and therefore important to their lives.

Curriculum Reform

When Boston University first began its involvement with the Chelsea school system, one of the most troubling aspects of the system was the curriculum. The incoherence of the curriculum, indeed the complete absence of anything other than individual lesson plans, meant that students in the Chelsea schools were provided, at best, a random path through the various subjects offered.

Attention to curriculum reform was given first to the lower grades, and now new curriculum objectives have been developed for all grades. In the 1989-90 academic year, faculty at Boston University developed curriculum objectives in each of the four core subjects (mathematics, science, social studies, and reading/language arts) for Chelsea students at the pre-school through grade 8 levels. These objectives were reviewed by Chelsea teachers as well as by administrators, the School Committee and the Chelsea Executive Advisory Committee. After two reviews, the objectives became the working document for the identification of instructional materials, the focus of teacher institutes and workshops, and the basis for assessment of student achievement.

During the 1991-92 academic year, drafts of objectives and course outlines for the core subjects for grades 9-12 were developed. The 1992 Boston University School of Education Summer Institutes for Chelsea High School teachers had among their objectives the review of the curriculum objectives and course outlines with a view toward completing them for the fall. Also, as part of the 1992 Summer Institutes, the teachers explored new topics, new materials, and new instructional strategies for Chelsea High School.

When all of the reviews are completed, each grade will be studying the same materials system-wide. This, along with a sequential curriculum, with one subject following rationally after another, is the basis of the revised Chelsea curriculum.

Professors from the School of Education have been working with Chelsea teachers on the mathematics curriculum, offering workshops and selecting new mathematics textbooks. Other professors have assisted in revising the curriculum in literacy. All schools have received new supplementary books that match the new basal reader. New science texts and teaching guides have been introduced. The Chelsea elementary schools now participate in the Microcosmos project, an international effort by science teachers to improve, through exhibits, texts, and hands-on materials, the quality of science teaching.

At the high school level, the curriculum reform effort has received funding from the Achelis and Bodman foundations. During the last year, objectives for mathematics, science, history and English have been developed for grades 9-12. These are now being revised by Chelsea teachers. Course objectives are being used as the basis for textbook selection, and in the future will also serve as the basis for teacher workshops.

Computers

Prior to the Partnership, Chelsea lacked the funds to provide students with education in computer skills, which are often vital to success in today's highly technical job market. Boston University has put in place a program in computer skills, and all Chelsea schools have been wired for computers. In the Burke, Prattville, Williams Schools and the High School, Jostens Computer Learning Labs have been installed, offering students the chance to focus on basic skills in reading, math, and language. In addition, IBM has supplied computers to the Chelsea School Department for use by teachers as well as administrators. So far, more than 1,200 students have received training in computer skills.

Other initiatives

One of the most important benefits of the Partnership has been the ability to draw on the many resources of Boston University to supplement the decreasing resources of the Chelsea school budget.

Volunteer Tutors

When Haitian student Mackeddy Fils came to Chelsea High School as a junior during the 1990-91 school year he soon excelled in chemistry, but he needed help with his American history and geometry courses. That is where Boston University's tutoring program came in. His tutor was Margaret Sullivan, director for financial aid at Boston University's School of Education. That year Mr. Fils not only passed the two courses, he earned a B in both. The following year, he was elected senior class co-president. By graduation, he had been admitted to Clark University, Connecticut College, and Mt. Ida Junior College. "I want to study chemistry, then come back to Chelsea High School and teach it," he says.

Boston University students, staff, and alumni who volunteer as tutors provide at least one two-hour tutoring session a week. So far, nearly 200 students have been tutored.

Revitalizing the Student Government and Newspaper

For many years interest in student government had waned and in 1986 Chelsea High's student newspaper had closed down. Undergraduate and graduate students at Boston University's College of Communication helped Chelsea High restructure its student government and revive its student newspaper, restoring pride in the school and a sense of achievement and self-respect to the students. To develop student leadership, College of Communication Associate Dean Ronald Goldman helped launch a student-to-student mentoring program that matches Chelsea High student government participants with counterparts at the College of Communication. "The student council seemed to lack direction, but that's changing," says Chelsea High School student council advisor Loreen Bradley.

Along with student government, the newspaper was reborn. The four-page Chelsea High School Times is now written by students who use one of the school's Macintosh computers, is proofread by Chelsea High School English classes, is laid out by COM graduate student P.J. McNealy on the High School's Aldus Pagemaker, and is printed by a laser printer.

In another project that began during the 1990-91 school year, College of Communication Professor Emeritus Robert Baram helped arrange the publication of a one-page Chelsea High School newspaper within the Chelsea Record, the city's 102-year-old semi-weekly newspaper. Under the banner "The Red Devil Delivery," students write about school and city issues. At the Prattville School, sixth graders also publish a periodical called Prattville Profiles. "The idea is to get them to enjoy writing," says Prof. Baram.

Breathing life into Chelsea's music programs

In all of Chelsea's schools students enjoy much more music instruction than in the past. Students used to meet with music teachers once every 10 days or so. Now every Chelsea elementary student receives a minimum of 80 minutes of music instruction per week. There is a chorus and a band in every school and an instrumental program that served over 200 students last year. Music is also being used to help teach English in bilingual classes. In a music class, one can emphasize, for example, diction and pronunciation with students.

Members of the Chelsea High School band have played with the Boston University Concert Band on several occasions. "These concerts are meant to demonstrate to Chelsea students that their involvement in music doesn't have to end after high school," said James O'Dell, conductor of the Boston University Concert Band and director of Boston University Music Organizations.

Although cuts in the school budget for the 1991-92 school year made it impossible to continue the Chelsea High School Band, Boston University professors and students volunteered to put together a band for the 1992 Chelsea High School graduation ceremonies.

Other Special Projects

Boston University staff, faculty, students and administrators have participated in a number of special projects, some of which are listed here:

- Dean Hubie Jones of Boston University's School of Social Work presented the keynote speech at the African-American celebrations in Chelsea schools during Black History Month.

- Boston University students have provided food, music, and games at Christmas parties for students in kindergarten through eighth grade.

- University engineering students and professors visited Chelsea High School and advised students about careers in engineering. In turn, class visits to the University have exposed Chelsea students to state-of-the-art facilities and outstanding professors. In February 1992, for example, a group of Shurtleff School eighth-graders visited the Manufacturing Lab Center in the College of Engineering and were given a tour of the University's Center for Polymer Studies by Professor of Physics Eugene Stanley, a world-renowned researcher.

- Six graduates of Chelsea High School are attending Boston University on full scholarships, awarded on the basis of both financial need and scholastic merit.

- A physical education program regularly brought Chelsea students to the University's Case Athletic Center.

- Students from the University's Center for the Advancement of Ethics and Character worked as volunteers at the Williams School.

- Professor of Biology Thomas Kunz gave a Halloween presentation about bats and bat lore to fourth- and fifth-grade classes.

- Fraternities and sororities have initiated volunteer projects in Chelsea. For example, the University's Rho Sigma Chi Fraternity "adopted"

the Burke School. The fraternity's efforts included painting a mural depicting the children, tutoring in the Homework Club, restoring the outside playground, staging a spring party for the children, and bringing them to the Franklin Park Zoo.

- Boston University has also donated materials or has made arrangements with companies to donate materials to the Chelsea schools. The University has delivered free videos and films from its Krasker Film Library, and art supplies to the high school's art department, and has provided the schools with many computers.

- This year, when the Burke School needed a room to house a Jostens Computer Learning Lab with 13 IBM personal computers donated by an anonymous foundation and the Charles Hayden Foundation, Boston University's Buildings and Grounds crew came to the rescue. Carpenters from Boston University built a small computer room in the school.

V. FINANCIAL MANAGEMENT

The story of the Boston University/Chelsea Partnership cannot be understood apart from the story of Chelsea's financial crisis. Many of the problems that led to the diminishing quality of the school system were, in fact, affecting all aspects of life in Chelsea. It was the School Committee that first took action; the rest of the city government failed to act in time. In the summer of 1991, the situation, already critical, became acute. The city stood on the brink of a financial abyss. A Proposition 2 1/2 override bid had failed, the city clearly could not deal with its financial problems, and the state stepped in. Elected government was replaced by receivership. James Carlin was appointed to bring the city's financial affairs under control.

In the initial 1988 study of the school system, Boston University identified several deficiencies in the financial management of the Chelsea Public Schools. These included the complete lack of automation, accounting systems that did not meet the management or reporting needs of the school system, and duplicative, labor-intensive methods for processing financial transactions. Boston University formulated a strategy to introduce automation, streamline procedures, and institute effective controls.

In 1989, initial steps toward automation were introduced. The budget, previously handwritten by the Superintendent and manually typed into a cumbersome document, was transferred onto a personal computer spreadsheet by the Boston University financial staff. Later the University purchased personal computers for the school department central office. Systems experts from the University loaded software and trained school department employees in the use of the new equipment.

A team of Boston University employees from the Office of Financial Affairs analyzed accounts payable and payroll functions and made recommendations for consolidation and efficient processing of financial transactions. At the same time, Boston University Internal Audit staff conducted an audit of all school-based federal and state grant funds to ensure that all transactions and balances were in order.

An IBM AS/400 computer system was purchased with a combination of grant funds and donated funds under a five-year lease/purchase agreement. Included with the system were modules for budgeting, purchasing, accounts payable, payroll, and personnel. This system enables the school department to maintain effective budgetary controls and produce meaningful management reports.

Recognizing the growing need for more sophisticated financial oversight and implementation of automated systems, the Boston University Management Team created the position of business manager for the school system in July 1990. The administrative computer system was fine-tuned and significant improvements were made in financial reporting, processing vendor checks, and more efficient processing of warrants.

During this past year, the Receiver's Office, School Department officials, and Boston University staff agreed to consolidate budget and financial transaction processing on the city's computer system. In order to meet the School Department's reporting requirements, the city hired consultants to rewrite the chart of accounts. The overall financial management of the system has greatly improved with the hiring of competent financial managers by the city and resulting establishment of professional relationships with these individuals.

VI. FUND-RAISING

Excluding government funds, the Boston University/Chelsea Partnership has raised \$5,081,535 in gifts, grants, and pledges from foundations, corporations, and individuals since the commencement of the Partnership in 1989 through June 30, 1992. In addition, Boston University has contributed a total of nearly \$2 million in direct expenses and in-kind services (\$942,981 in expenses and \$1,020,190 in services).

Since January 1991, the majority of the non-governmental fund-raising activity conducted by the Partnership has been coordinated by **A Different September Foundation**, which was established at the direction of the Trustees of Boston University in an effort to focus and increase fund-raising for the Partnership.

Of the total raised in gifts, grants, and pledges from non-governmental sources, approximately \$180,000 has been donated or pledged by 60 Chelsea businesses, community groups, and individuals. The first president of A Different September Foundation was Michael Sandler, who had proposed the establishment of this foundation, and, during its first year-and-a-half of operation, raised \$2,185,260 out of the total \$5,081,535 raised; the remaining \$2,896,275 came through Boston University and Chelsea efforts. It is important to note that none of the operating costs of A Different September Foundation came out of funds raised; these costs have been borne by Boston University. The current president of A Different September Foundation is Willoughby G. Walling.

Among the major donations to the Partnership are those from:

- **Davis Educational Foundation:** In April 1991, the Davis Educational Foundation of East Bridgewater, Massachusetts allocated \$389,440 to the Partnership's Early Childhood Education Program. The grant supported the creation and operation of four early learning classrooms at Chelsea's Williams School. In May 1992, the Davis Foundation allocated an additional \$540,584

towards the operation of the four classrooms for fiscal years 1993 and 1994. This latest grant raises the total Davis contribution to the Partnership to \$930,024.

• **RJR Nabisco Foundation:** On April 16, 1991, the RJR Nabisco Foundation selected Chelsea High School as one of 15 grant recipients under the Foundation's Next Century Schools Program. Chosen from an original applicant pool of over 1,600, Chelsea High was awarded \$704,550 over a three-year period. The grant funds the Pathway School, which is a Chelsea High dropout prevention program for at-risk teenagers.

• **Harrington Trust:** In October 1991, the Harrington Trust, which is administered by the Boston Foundation, granted \$350,000 over three years for a suicide prevention program.

• **Jessie Ball duPont Fund:** The Florida-based Jessie Ball duPont Fund granted \$178,608 to the Student Health Center at Chelsea High School for a three-year period ending in June 1993.

• **A Private Foundation:** An anonymous private foundation has made grants totalling \$410,000 to the Partnership. These grants have been used to support the Student Health Center at Chelsea High School, as well as computer education throughout the system.

• **Raytheon:** The Raytheon Company has awarded \$250,000 to the Partnership over five years. Initial installments on this pledge have been allocated to the Partnership's Early Childhood Education Program.

Other major supporters of the Partnership include:

IBM Corporation, \$205,700
The Henley Group, \$200,000
Millipore Foundation, \$125,000
Massport, \$117,224
An anonymous donor, \$117,000
The Charles Hayden Foundation, \$132,000
Bank of Boston, \$100,250
Achelis Foundation, \$65,000

Bodman Foundation, \$65,000

State Street Charitable Foundation, \$60,000

Mr. Robert Hildreth, \$52,000.

A Different September Foundation uses a variety of fund-raising methods to help meet the needs of the Partnership. The Foundation has assembled a nationally recognized advisory board, which serves to promote the accomplishments of the Partnership and to further its fund-raising objectives.

In its fund-raising efforts, the Foundation has encountered enormous pressures from the economic recession and also from the ongoing fiscal crisis in the city. Many corporations and foundations have been reluctant to put money into a city in the midst of such extreme fiscal uncertainty. However, as the Partnership has progressed and begun to demonstrate success in the schools, the Foundation's efforts have enjoyed increasing fund-raising success over the first three years of this endeavor.

Washington Post syndicated columnist Mary McGrory wrote last year, "It is unthinkable that the Chelsea-BU experiment should fail. If a school system cannot be brought back to life with the flat-out effort of a major university and help from corporations, there is no hope."

VII. OUTCOMES

There are a number of ways to measure the progress and success of the Partnership. The true measure of its success will of course only be seen after the ten-year period is completed and the school system has been placed on secure footing as a model of educational excellence. In the meantime, it is appropriate to look at each of the seventeen goals of the Project and note the progress that has already been made in each area.

Much of what has been accomplished or initiated has been discussed in the preceding narrative. Those points are summarized here, and quantitative measures, where appropriate and available, are included in this section of the report:

1. Revitalize the curriculum of the city's school system.

An incoherent curriculum has been replaced. New curriculum objectives in math, science, social studies, and language arts are now in place for kindergarten through eighth grade, and the first draft for grades 9-12 is complete. During the academic year 1992-93, each grade will be studying the same materials system-wide. This, along with a sequential curriculum, with one topic following rationally after another, is the basis of the revised Chelsea curriculum. Attention to curriculum reform was given first to the lower grades, with professors from the Boston University School of Education working closely with Chelsea teachers. New mathematics textbooks, basal readers and related books, new science texts and teaching guides have been introduced. The Chelsea elementary schools now participate in the Microcosmos project, an international effort by science teachers to improve, through exhibits, texts, and hands-on materials, the quality of science teaching. At the high school level, curriculum reform has received funding from the Achelis and Bodman foundations. During the last year, objectives for mathematics, science, history and English have been developed for grades 9-12, and these were revised by Chelsea teachers. Course objectives are being

used as the basis for textbook selection and in the future will also serve as the basis for teacher workshops. Further, the Chelsea High School program has undergone a restructuring into a trimester system, necessitated by budget cuts that led to teacher lay-offs.

2. Establish programs for the professional development of school personnel and for the expansion of learning opportunities for parents.

Boston University scholarships for a total of 62 courses have been awarded to 35 Chelsea teachers since the fall of 1990. Sixty-one teachers and administrators have participated in the twelve-session "Understanding Teaching" course. Dozens of staff and administrator-planned workshops have been held in each of the five schools in Chelsea. Boston University faculty also have taught Chelsea teachers on site and in subjects directly relevant to their teaching.

Chelsea teachers can call on the University for assistance in the classroom through the Partnership's "Project Match," which assigns Boston University professors to work with Chelsea schools and teachers.

Parents have been given a number of learning opportunities as well. Perhaps the most noteworthy is the Intergenerational Literacy Project.

	<u>1990</u>	<u>1991</u>	<u>1992</u>
Families Enrolled	74	130	163
Children Served	155	318	373
Retention Rate	82%	93%	93%

3. Improve test scores of students in the school system.

Dramatic improvements in test scores will begin to be seen when students who have completed the entire pre-school program take the Massachusetts Basic Skills Test, which is administered at grades 3, 6 and 9. Further down the road a significant increase in SAT scores can also be anticipated. Modest

improvements in test scores have already occurred. Prior to the recent fiscal crisis in Chelsea, which forced cutbacks in the schools as elsewhere, there had been a 34-point increase in SAT scores, math and verbal combined, even as SAT scores continued to decline both nationally and within Massachusetts. In looking at test scores it should also be borne in mind that each year many new students enter the Chelsea Public Schools at all grade levels. These students have not had the benefit of the improvements that have been made in the Chelsea schools and so can be expected to do less well on standardized tests, thus lowering the average for Chelsea students.

Massachusetts Basic Skills Test

(Measures reading, writing and math; key statistic is percent passing all three tests; state did not administer test in 1991-92 due to budget cutbacks.)

<u>Grade</u>	<u>1988/89</u>	<u>1989/90</u>	<u>1990/91</u>
3	68	64	76
6	68	54	55
9	49	42	47

Scholastic Aptitude Test

<u>Year</u>	<u>Senior Class Size</u>	<u>Number Taking Test</u>	<u>Percent Taking Test</u>	<u>Math Score</u>	<u>Verbal Score</u>	<u>Combined Score</u>
88/89	156	38	24%	369	295	664
89/90	181	53	29%	388	304	692
90/91	175	63	36%	380	318	698
91/92	143	53	37%	356	264	620*

(*Initial evaluation of the drop in SAT scores for 91/92 suggests a link between the introduction of a trimester plan with significantly larger classes and less attention to test preparation than previous years, because of the 1991 financial crisis in Chelsea.)

Achievement Tests

Year	Senior Class Size	Number Taking Test	Percent Taking Test	Average of All Scores
88/89	156	6	4%	421
89/90	181	16	9%	432
90/91	175	13	7%	469
91/92	143	9	6%	488

4. Decrease the dropout rate for students in the school system.

Annual High School Drop-out Rate*:

<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1992</u>
18%	20%	13%	8%

(*Calculated by comparing the number of dropouts over a single one-year-period to the October 1 enrollment for that period. Enrollment data are derived from the Individual School Report, commonly referred to as the October Enrollment Report. This includes grades 9-12 only.)

Projected Four-year Drop-out Rate**:

Class of	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>
	52%	59%	44%	26%

(**Determined by calculating the cumulative effect of four years of dropping out according to the formula used by the Massachusetts Board of Education.)

5. Increase the average daily student attendance rate for the school system.

Overall, attendance has remained level, with an increase at two of the schools, which bodes well for increasing attendance levels throughout the years to come.

	<u>1988/89 (%)</u>	<u>1991/92 (%)</u>	<u>Change</u>
District	89	89	even
High School	82	81	- 1
Williams	89	90	+1
Shurtleff	92	92	even
Prattville	93	93	even
Burke	91	93	+2

6. Increase the number of high school graduates from the school system.

The Partnership has worked with existing dropout prevention programs, such as the Chelsea Futures program, and has introduced new programs, such as the Pathway School and the High Expectations Learning Program (H.E.L.P.), which offers courses Monday through Friday between 2:30 and 4 p.m. It is very early in the Partnership to determine the effectiveness of reform efforts on the drop-out rate, although the Management Team is committed to a sustained effort.

7. Increase the number of high school graduates from the school system that go on to attend four-year colleges.

The self-reported data for the graduating classes of 1989 and 1990 show that 53 percent of the students in each class intended to pursue some kind of post-high school study, 61 percent of the class of 1991 intended to do so, and 60 percent of the class of 1992. Those planning to attend a four-year college for the three classes are: 1989, 28 (21%); 1990, 40 (23%); 1991, 46 (29%); and 1992, 36

(25%). Statistics on post-graduation activities are difficult to collect; the most readily available data show only the self-reported plans of the graduating students, and do not take into account the actual fulfillment of those plans.

8. Increase the number of job placements for graduates of the school system.

For the class of 1989, 27 percent of graduating seniors found work upon graduation. The figure for 1990 fell to 22 percent, and rose to 26 percent for the class of 1991. In 1992, the projected number was 25 percent.

9. Develop a community school program through which before-school, after-school, and summer programs are offered to students in the school system and through which adult education classes for inhabitants of the city are offered.

A number of programs have been introduced through the Partnership that are designed to increase the utilization of school resources in order to help make children ready to learn (and in a safe and comfortable learning environment). The Early Childhood Programs form the heart of the Partnership's efforts. Children aged 3 through 5 can participate in programs from 7:30 a.m. to 6 p.m. every working day of the year, including the summer. This program began with a pilot effort and has now been expanded to include 160 children. Programs have been conducted in cooperation with existing day-care providers, linking together several such centers by computer, and also to the School Department, Boston University, and health care providers. Access and Options will ensure all pre-school children with appropriate school-based or day-care placements. After-school programs operated successfully on a limited basis, and during the 1992-93 school year they will be expanded so that all elementary schools will offer the program until 4 p.m. with a variety of activities. At the High School, the Pathway School and High Expectation Learning Program reach students who otherwise would be lost. Adults participate in the Intergenerational Literacy Project, Adult Basic Education, and General Education Diploma programs.

10. Identify and encourage the utilization of community resources.

Early childhood program efforts in particular have brought a vital element of the community into a cooperative effort with the school system. Day-care providers have been linked to the school system by computer and through cooperative agreements. Another area of community cooperation has been in the field of health care. In September 1990, the Massachusetts General Hospital/Chelsea Memorial Health Center, working in cooperation with the Boston University School of Public Health, opened a clinic at Chelsea High School. A total of 461 students have visited the clinic over the past two years, with each student averaging four visits per year.

The University has also participated in a number of community events, including the Chelsea Latin American Festival, the Chelsea Holiday Revels, a community kitchen effort, and a concert honoring St. Maximilian Kolbe, a hero of the Holocaust, at St. Stanislaus Church.

11. Establish programs that link the home to the school system.

All the efforts of the Partnership seek to involve parents and other caregivers in the education of the children. Particular programs that link the home to the school thus far include: several of the early childhood efforts, such as the Chelsea Home Instruction Program, which provides training to parents in preparing their children for school; the High Technology Home Daycare Project, linking day-care centers to the schools by computer; the Intergenerational Literacy Project, which provides literacy training to adult caregivers. At the high school level, parents may participate in programs such as Dreams and Plans, which is designed to reduce attendance and drop-out problems. Health initiatives also involve the family. For example, reports of dental screenings are shared with parents. Parents may avail themselves of learning opportunities through Adult Basic Education and General Education Diploma programs. A Parent Information Center has been established, and each school has developed School Leadership Councils, which offer extensive opportunities for involvement in the life of the school,

including even the opportunity to participate in screening candidates for teaching positions.

12. Decrease teacher absenteeism in the school system.

Teacher average daily attendance:

<u>1989-90</u>	<u>1990-91</u>	<u>1991-92</u>
95.47	95.78	93.80

A preliminary assessment of the decrease in teacher attendance for the third year of the Partnership is that it reflects the increased pressures on teachers resulting from the lay-offs that occurred in the summer of 1991 as a result of the city’s financial crisis. The Management Team expects that continual improvements in the system, coupled with improved compensation and opportunities for continuing education and training, should have a positive impact on this situation.

13. Improve the financial management of the school system and expand the range of operating funds available to the school system.

Boston University formulated a strategy to introduce automation, streamline procedures, and institute effective controls over the financial management of the Chelsea Public Schools. In 1989, initial steps toward automation were introduced. The budget was transferred onto a personal computer spreadsheet by the Boston University financial staff. Later the University purchased personal computers for the school department central office, and systems experts from the University loaded software and trained school department employees in the use of the new equipment. University employees analyzed accounts payable and payroll functions and made recommendations for consolidation and efficient processing of financial transactions. An IBM AS/400 computer system was purchased, including modules for budgeting, purchasing, accounts payable, payroll, and personnel. This system enables the school department to maintain effective budgetary controls and produce meaningful management reports. The University Management Team created the position of business manager for the

school system in July 1990. During this past year, the Receiver's Office, School Department officials, and Boston University staff agreed to consolidate budget and financial transaction processing on the city's computer system.

Excluding government funds, the Boston University/Chelsea Partnership has raised \$5,081,535 (through June 30, 1992) in gifts, grants, and pledges from foundations, corporations, and individuals since the commencement of the Partnership in 1989. In addition, Boston University has contributed \$942,981 in direct expenses and \$1,020,190 in in-kind services. To understand the full extent of the efforts of the Boston University and Chelsea communities to save the Chelsea schools one would also have to enumerate the fundraising efforts and the countless hours of volunteer time spent on the Partnership by Chelsea parents, schools officials and faculty and by Boston University School of Education professors and students, University staff and faculty and students from its other schools and colleges.

Since January 1991, the majority of the non-governmental fund-raising activity conducted by the Partnership has been coordinated by A Different September Foundation, which was established at the direction of the Trustees of Boston University in an effort to focus and increase fund-raising for the Partnership. ADSF has raised \$2,185,260 out of the total \$5,081,355 raised through June 30, 1992; Boston University has borne all costs associated with the operation of ADSF. Of the total raised in gifts, grants, and pledges from non-governmental sources, approximately \$180,000 has been donated or pledged by 60 Chelsea businesses, community groups, and individuals.

Among the major donations to the Partnership are those from:

- Davis Educational Foundation, \$930,024
- RJR Nabisco Foundation, \$704,550
- Harrington Trust, \$350,000
- Jessie Ball duPont Fund, \$178,608
- An Anonymous Foundation, \$410,000
- Raytheon, \$250,000

- IBM Corporation, \$205,700
- The Henley Group, \$200,000
- Millipore Foundation, \$125,000
- Massport, \$117,224
- an anonymous donor, \$117,000
- The Charles Hayden Foundation, \$132,000
- Bank of Boston, \$100,250
- Achelis Foundation, \$65,000
- Bodman Foundation, \$65,000
- State Street Charitable Foundation, \$60,000
- Mr. Robert Hildreth, \$52,000.

A Different September Foundation has assembled a nationally recognized advisory board, which serves to promote the accomplishments of the Partnership and to further its fund-raising objectives. In its fund-raising efforts, the Foundation has encountered pressures from the economic recession and also from the ongoing fiscal crisis in the city, yet the Foundation's efforts have enjoyed increasing success over the first three years of this endeavor.

14. Increase salaries and benefits for all staff, including raising the the teacher salary average to make it competitive with the statewide average.

The Boston University Management Team reached an agreement with the union representing the Chelsea teachers that has begun to address the issue of pay inequity faced by teachers in the system when compared to pay scales in surrounding communities. Also, the agreement presents an opportunity to introduce performance pay incentives that would recognize above-average merit in teacher performance.

In 1988, the year before the Partnership began, the average Chelsea teacher received 20 percent less than the average teacher in the surrounding communities, and 33 percent below the state average. During the first three years of the Partnership, teachers received an average 26 percent increase in compensation. In 1992, the Chelsea teachers were only 4 percent below the surrounding communities, and 12 percent below the state average. All teachers are eligible to receive permanent performance increases of up to 4 percent. Additional salary increases are needed, but the Management Team cannot recommend this until funds are available from the City of Chelsea or some other regular source.

Administrators, who were 29 percent behind the average of surrounding communities and 36 percent behind the state average, have received a 22 percent increase, and adjustments have been made based on scope of responsibility.

Cafeteria and custodial employees reached a three-year agreement that awards an average increase in wages of 7.5 percent. Clerks received an average increase of 6.3 percent.

15. Construct effective recruiting, hiring, and retention procedures for all staff members.

Working closely with the teachers, the Partnership has taken a number of steps to ensure that only the most well-qualified candidates will be hired for the Chelsea school system. New application forms were developed and criteria were set for advertising open positions; screening committees have been developed, including representatives from appropriate groups who had, in the past, been excluded from the hiring process. These screening committees may include representatives from the Chelsea faculty, parents, and paraprofessionals, who will make recommendations to the superintendent, who will then conduct final interviews.

16. Establish student assessment designs and procedures that are of assistance in monitoring programs and that act as incentives for staff members in each school.

A number of steps have been implemented that will help monitor the progress of individual students and the system as a whole. Testing includes the administration of basic skills and achievement tests at appropriate grade levels; tests designed to assess and monitor the needs and progress of bilingual students; and the monitoring of special needs/Chapter 1 eligible students. In order to maximize student and teacher effort and performance, each principal has developed a goal addressing student achievement; homework clubs have been implemented in each school; principals develop strategies for preparing both students and teachers for assessment tests; at-risk students are identified and referred for tutoring by Boston University volunteers; and a computer-assisted writing lab and remedial program has been implemented. Student portfolios have been initiated. Ultimately, these will provide teachers with comprehensive records and goals as each student progresses through the system.

17. Seek to expand and modernize physical facilities in the school system.

The need for new school buildings in Chelsea is acute. The Board of Aldermen and the Receiver have approved a resolution supporting the "Chelsea Educational and Community Campus Plan," which provides space for a total of 4,880 children. The Massachusetts School Building Assistance Bureau will provide up to 90 percent of the funds needed for new school construction, which is estimated at \$92 million; Chelsea's share could be as low as \$4 million over 20 years. In addition to classroom space, the new buildings will serve multiple community needs for recreation, athletics, health and human services, vocational and job training, and senior centers. The buildings will also provide space for year-round pre-school and extended-day care, art and music programs, a supplementary library, and a cable TV studio. Moreover, new school construction will lay the basis for economic recovery in Chelsea. The school construction project will generate between 420 and 700 jobs, with preferential hiring for Chelsea residents.

VIII. CONCLUSION: THE CHALLENGES AHEAD

In three years the Boston University/Chelsea Partnership has made significant progress toward transforming the Chelsea schools. These successes are the result of the hard work and dedication of the people of Chelsea, parents, teachers, administrators and students working together with hundreds of Boston University faculty, staff and students. What makes this progress particularly noteworthy is that it has occurred despite a nearly overwhelming financial crisis in the community.

The Partnership has not focused its efforts on one small segment of the Chelsea schools, but has attempted to make a positive contribution to reform throughout the system. Curriculum reform in all grades, dental screenings for students in high school as well as elementary schools, the Pathway and Dreams & Plans programs for high school students and their parents are all part of an integrated approach to saving generations of students from educational failure. The Partnership's Early Childhood program, focusing on the young, is aimed at producing a new generation of students who are ready and eager to learn. It seeks to make the need for remediation at the high school level (something that is now common at Chelsea High School) unnecessary. For these students will not only be ready to learn, they will advance through an ever-improving system as the Partnership matures. With the help of scholarships, summer institutes, and on-site courses given in Chelsea by School of Education faculty, Chelsea teachers are becoming better prepared to teach and a comprehensive and interconnected curriculum is replacing a scattered and ineffective one. Parents are more personally involved in their children's education and are benefitting directly from intergenerational programs.

This is an encouraging start. As these children grow, the system will grow along with them. At each step, they will be ready for the next set of challenges, reducing the need for more expensive remedial programs.

The decline of Chelsea's schools took decades; its repair will also take time, which is why the Boston University/Chelsea Partnership agreement is for a ten-year period. But the Partnership provides a promise that can be kept, given adequate financial support from the city and the state.

Boston University recently appointed Dr. John Gawrys as superintendent of schools. An educator with seventeen years of experience as a superintendent, he comes to Chelsea with a firm commitment to lead the school system through the duration of the Partnership. A native of Poland, who grew up in Lowell, he knows first-hand what it is like to attend school as a bilingual student. He promises a long tenure of both dynamic and compassionate leadership. He will build on a firm foundation that was set in place by faculty and administrators from Boston University, including Diana Lam, the first superintendent appointed by Boston University, and Dr. Peter Greer, who has served as both chairman of the Management Team and interim superintendent. Dr. Gawrys is outstandingly well-qualified and will work closely and effectively with Chelsea teachers, administrators, parents, students, and community leaders.

Despite the many signs of revitalization that can be seen in Chelsea's schools after only three years, the Partnership's success can only be adequately measured at the end of its ten-year commitment. To expect overnight success is to do an injustice to the very principles on which the Partnership is built. Those principles require a long-term commitment to changing the way things are done; to providing adequate funding for early childhood programs as well as for remediation; to building new schools to replace the decrepit, century old structures in Chelsea. At the end of this period, we hope and expect to have a process, a program and a school system that will serve as a model for school reform efforts throughout the United States.

As the *Dallas Morning News* wrote, "The 3,500 Chelsea schoolchildren in this urban hamlet across the river from Boston hear a different school bell these days — one with faint peals of hope."





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THE BOSTON UNIVERSITY/CHELSEA PARTNERSHIP

Second Report to the Legislature

September 1, 1993

From the President of Boston University

We enter the fifth year of the Boston University/Chelsea Partnership with renewed optimism about the future of Chelsea and renewed confidence in the ability of the Partnership to achieve its ambitious goals. Under the skilled leadership of the current Receiver of Chelsea and his predecessor, Chelsea has successfully dealt with its severe fiscal problems and is working to reestablish sound democratic government. At the same time the Partnership has introduced a completely new system of budgeting to ensure fiscal responsibility in the management of the school system. And stability has been achieved in the leadership of the Chelsea schools with the appointment of John Gawrys as Superintendent. In his first year in Chelsea Dr. Gawrys demonstrated that he is a strong and effective leader, with a substantial knowledge of education and a deep commitment to the work of the Partnership.

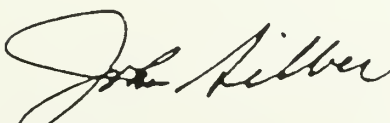
Over the past year the Early Childhood Program of the Partnership served 390 children, nearly triple the number of the previous year. Through this Program we are working to ensure that all the children of Chelsea begin school ready to learn. As children complete this program and progress through the Chelsea schools, the profound impact of sound early childhood education will become evident in the achievements of the students and graduates of the Chelsea school system.

While making sure that the children of Chelsea are ready to learn, we are also working to develop a curriculum that will challenge and stimulate them and provide them with the knowledge and skills that will prepare them for gainful employment or further education, and for responsible citizenship. Under John Gawrys' leadership and with the active involvement of the teachers, we are systematically reviewing and revising the curriculum at all grade levels and in all subject areas. This process will continue in the coming year, aided by the recent appointment of Anthony Roselli as Assistant Superintendent for Curriculum and Instruction.

The restoration of fiscal stability and sound leadership to Chelsea has made it possible to move forward in other ways. Despite serious budgetary limitations, we have been able greatly to increase teacher salaries since 1989. Although further increases are needed and well-deserved, we take some satisfaction in having been able to raise salaries 26 percent higher than at the outset of the Partnership.

A plan to construct new schools is in place, with most of the financing coming from the Commonwealth's Department of Education. With the recent increase in state aid to Chelsea, with the continuing success of A Different September Foundation in raising private funds for the Chelsea schools, and with the continuing contributions in time, talent, and funds from Boston University, we can look forward to further development of the many programs initiated through the Partnership for the benefit of the children of Chelsea and their families.

Much has been accomplished in Chelsea under extraordinarily difficult circumstances. As the difficulties recede there is every reason to expect even greater accomplishments in the remaining years of the Partnership and beyond.

A handwritten signature in black ink, reading "John Silber". The signature is fluid and cursive, with the first name "John" and last name "Silber" clearly distinguishable.

John Silber
President, Boston University

From the Chairman of the Management Team

I submit the second annual Boston University/Chelsea Partnership report to the Legislature with a sense of pride in the accomplishments of the past year and with anticipation of the progress that lies ahead.

The 1992-93 school year was truly a watershed year. The Boston University/Chelsea Partnership erected the framework of a financially sound and organizationally stable school system on the foundation built during the daunting financial crisis created by the collapse of the "Massachusetts Miracle." The Chelsea school system is now ready to make rapid progress toward the realization of the promise of the Partnership.

During the past year, the implementation of new program budget procedures and additional funding from private foundations, the University and the state allowed the system to achieve financial stability. These new budget procedures will permit the Chelsea School Department to maximize its utilization of available funds and will show citizens exactly where money is being spent. Also the long-awaited new school building project was approved and funded this year; elementary schools were reorganized so that the principals can function as instructional leaders; progress was made toward the completion of a teacher contract; and innovative leadership was brought in at all levels.

In addition to the financial and organizational progress, the Early Childhood Program was expanded, curriculum committees were established, and progress has been made in every one of the 17 goals of the Partnership.

I have enjoyed the year that I have served as Chairman of the Management Team, especially the opportunity to work closely with the School Committee, parents, city employees and Boston University faculty and staff. With many organizational and financial issues behind us, I hand the gavel over to Douglas Sears, who is exceedingly well equipped to guide the Management Team as it turns its full attention to the academic and curriculum reforms that must be addressed in this coming school year.

A handwritten signature in cursive script, reading "Paul Clemente".

Paul Clemente
Chairman, Management Team

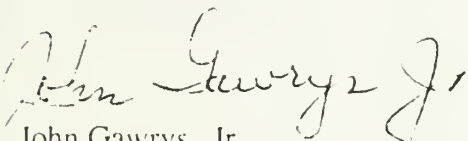
From the Chelsea Superintendent

It is my pleasure to contribute to the 1993 Annual Report on the Boston University/Chelsea Partnership. During the past year we have continued to develop curriculum in language arts, math, science, and history/geography and to provide development opportunities for staff in literacy, math, and science at the elementary level. This work is being expanded at the high school level in core subject areas. A gifted/talented program was initiated during the spring of 1993 at Chelsea High School with plans to initiate an occupational education program as well. Our elementary schools were reorganized into smaller, more personable units of 300 to 500 students. Four new principals were selected. Their primary mission is to provide instructional leadership.

The early childhood program continues to be the foundation of the Partnership. We were able to accommodate approximately 390 pre-kindergartners within our schools while private early childhood programs in the city provided space for an additional 321 children. Through grants we were able to place nearly 30 children in private early childhood programs and the Head Start program.

In April 1993, the State Board of Education approved Chelsea's plans to build six elementary schools, a new high school, and to refurbish and renovate the Shurtleff School. Construction is expected to begin in June 1994 with the first schools opening in September 1996.

My first year in Chelsea has been filled with the excitement of helping staff to design new programs to insure that we have important subjects to teach, teachers ready to teach, and children ready to learn. Much remains to be done, but with the support of the Chelsea community and the assistance of Boston University faculty, we will realize the achievement of the goals outlined by Boston University at the start of the Partnership.

A handwritten signature in dark ink, reading "John Gawrys, Jr." with a stylized flourish at the end.

John Gawrys, Jr.
Superintendent

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This document is the second report of the Boston University/Chelsea Partnership as required by the enabling legislation (Massachusetts General Laws of 1989, Chapter 133, Section 13) that authorized the formation of the Partnership. A report is required annually beginning September 1, 1992 and hereafter through the completion of the Partnership.

I. THE BOSTON UNIVERSITY/ CHELSEA PARTNERSHIP: 1992-93 HIGHLIGHTS

This is the second report of the Boston University/Chelsea Partnership to the Massachusetts Legislature on the Partnership's work and progress in the most ambitious and comprehensive educational reform project in the nation. Over the past year, we have made significant headway in a number of areas and as the Partnership matures, Boston University and the faculty, staff, and students of the Chelsea schools are working together with increasing effectiveness.

This report offers an overview of the Partnership and a detailed description of the major achievements of the past year. Among the highlights are:

- STABILITY: During its first four years, the Partnership not only survived a period of political and financial instability in Chelsea, but prospered. An able and decisive superintendent is working closely with the Boston University Management Team, Chelsea's teachers and administrators, and the Chelsea community, to achieve the goals established for the Partnership in the enabling legislation. Chelsea teachers are increasingly involved in programs of the Partnership and, drawing on their practical experience, are a vital source of creative ideas and suggestions that provide crucial strength to the reform effort.

- EARLY CHILDHOOD: The Early Childhood Program expanded dramatically over the past year. Able to choose among full-time, half-day, and school/home partnership options, parents placed 390 pre-kindergarten students in School Department programs — up from 135 students the previous year. When combined with the 321 three- and four-year olds who attended private programs and Head Start, over 700 children — 80% of all eligible children — were served. Early childhood programs are crucial to the success of the Partnership. We have made substantial progress to the day when all children in Chelsea benefit from such programs.

- HEALTH CARE: The health clinic at Chelsea High School recorded 900 visits by students during the 1992-93 school year. The dental health clinic screened 81 percent of available early childhood participants and 85 percent of elementary school students.

- FINANCIAL MANAGEMENT: To replace the traditional and uninformative line-item budget format, a computerized program budget was adopted for fiscal year 1994. This new format provides critical cost information on all programs in the school district. Managers can now identify spending patterns and priorities with greater effectiveness. They can identify the connection between a program activity and the cost of providing staff and other resources to support that activity. All funding sources are identified by use. Supplementary reports can be prepared that identify not only funding sources, but provide school-by-school and system-wide spending analyses as needed by the superintendent, members of the Management Team, and other administrators.

The School Department's business office has been reorganized and upgraded. A new business manager was hired at the beginning of the 1993 fiscal year, and two accountants were recently hired to help manage the financial system, which has been consolidated with the city's financial management computer system.

- FUND-RAISING: A Different September Foundation, which was established by Boston University to raise funds for the Partnership from corporate, foundation, and individual donors, raised \$931,418.89 during the past fiscal year. A grant writer for the School Department was hired in July 1992. Seven grants totaling \$199,000 have been awarded to the Chelsea School Department since this position was filled. Moreover, in 1992-93, Boston University contributed \$1,610,391 in direct expenses and in-kind services.

- NEW SCHOOLS: The newest school building in Chelsea was built in 1909. The city is the only community in the Commonwealth that has never benefited from Massachusetts school building funds. As a result of the efforts of the Boston University Management Team, the final pieces of the plan to construct new schools in the city of Chelsea have been put into place. The Commonwealth Department of Education's Division of Governance, Environment and Support Services will provide up to 95 percent of the funds needed for new school construction, an

estimated \$92 million. Chelsea's share of the cost could be as low as \$4.6 million, with payments spread over 20 years — a fraction of the estimated cost of the repairs needed to keep the existing schools open for the same period. The new buildings will provide modern facilities for more than 4,700 Chelsea children and will meet the community's need for recreation, athletic, health and human services, and vocational facilities, and senior centers. Construction is scheduled to begin in the summer of 1994 and to be completed by September 1997.

- CURRICULUM DEVELOPMENT: Chelsea faculty played a major role in curriculum reform during the past year. Superintendent John Gawrys appointed committees to work in the major curriculum areas at the pre-kindergarten, elementary and high school levels; these teams were composed of principals, teachers, and faculty members from Boston University, among others. By increasing the responsibility and leadership roles of Chelsea faculty and administrators, educational leadership skills are being learned by those who will remain in Chelsea at the conclusion of the Partnership. At the end of the year, Dr. Anthony Roselli was named Assistant Superintendent for Curriculum and Instruction. He will oversee the continuing work to strengthen the Chelsea school curriculum.

- TEST SCORES: The majority of Chelsea's students entered school before the Partnership was established. Only a small fraction of them have taken part in early childhood education. Thus dramatic improvements in test scores cannot be expected in the short run; but modest improvements in test scores are already beginning to appear, and the number of high school students taking the Scholastic Aptitude Test is increasing. These improvements, while welcome, are only the beginning of a long process of reform. Among the results thus far:

- Massachusetts Educational Assessment Program: These tests measure learning in mathematics, reading, science and social studies. Both fourth and eighth grade students have improved in all four subject areas since 1988; a change of 50 points is considered significant, and students have scored 50 or more points higher on six of the eight tests.

- Scholastic Aptitude Test and Achievement Test: There are significant increases in the number and percentage of students taking the SAT; the

increase in participation and the 14-point rise from last year's average SAT score are both gratifying. During the school year 1988-89, 24 percent of the high school senior class took the SAT. In 1992-93, 42 percent of the seniors took the test. The Achievement Test scores show a net improvement of 51 points since the Partnership began.

- DROPOUT RATE: Since the 1989-90 academic year, the annual dropout rate in Chelsea has fallen from 20 percent per year to 8 percent, a 60 percent improvement. The Chelsea High School Dropout Prevention Program provides a means for tracking at-risk students and working with them to emphasize the importance of completing school. The program coordinates the work of a number of staff and departments. At-risk students and their parents are encouraged to participate in activities designed to reinforce commitment to continued study. In an analysis of the dropout rate for each class year during the four years of the Partnership, there are sixteen measures; in fourteen of the sixteen there was an improvement. We continue to improve coordination of those involved in dropout prevention, and to refine systems for tracking at-risk students.

- ATTENDANCE: Attendance has improved at three of the elementary schools, and the fourth remains even with pre-Partnership figures. This bodes well for increasing attendance levels throughout the system in years to come.

- POST-SECONDARY EDUCATION: The proportion of Chelsea High School graduates going on to post-secondary education has increased since 1989 from 52.6 percent to 66.3 percent.

- JOB PLACEMENTS: The percentage of Chelsea high school students entering the work force upon graduation has increased from 20.9 percent at the end of the first year of the Partnership to 26.9 percent for the class of 1993. Still more significant is the reduction in the number of students whose post-graduation plans did not include education, the military, or work. This fell from 23.7 percent of the Class of 1990 to only 4.6 percent this past spring. *This 81 percent decrease shows that most seniors now leave Chelsea High School with a plan for the future and a sense of direction.*

II. THE BOSTON UNIVERSITY/ CHELSEA PARTNERSHIP

Unlike other reform projects, which typically address only a small segment of a school system or attempt to replace a system with an entirely new alternative, the Boston University/Chelsea Partnership is an effort to rebuild an entire existing system. Working within the Chelsea public school system, the Partnership is intended to serve as a model for urban education reform. It is already a working demonstration that even in the face of political instability and with modest resources, much can be accomplished.

Chelsea is a small and densely populated city of 1.8 square miles and 28,700 residents located northeast of Boston. Chelsea has long been a community of immigrants. Once a flourishing suburb with one of the finest school systems in the country, Chelsea, in recent decades, has become a city beset by poverty, a declining tax base, and a city government unable to cope with its problems. The official census figure may significantly understate the city's population by 10,000 or more unreported immigrants. According to figures provided by the city, 30 percent of the population is Hispanic, 5 percent is Asian-American and 4 percent is African-American. However, 73 percent of the students in the school system come from minority groups: 55 percent are Hispanic, 12 percent are Asian-American and 6 percent are African-American. This past year fewer than one-half of all Chelsea twelfth-grade students reported English as the primary language in their homes, compared to 86 percent statewide. In one measure of the city's poverty, in 1992, 90 percent of the eighth graders ate free or reduced-priced lunches, compared to 30 percent of students statewide.

The first report to the Legislature, filed on September 1, 1992, described the first three years of the Boston University/Chelsea Partnership. Those were turbulent years for Chelsea. An ongoing fiscal crisis resulted in the failure of the city's government and the appointment of a receiver by the Governor in September 1991. At that point, the process of restoring Chelsea to fiscal and political health began.

As the receiver restored financial stability, the Partnership was able to continue its work in a quiet and substantial way. Dr. John Gawrys was appointed superintendent by Boston University's Management Team in June 1992. He quickly brought his strong and experienced leadership to the community. Each of the seventeen goals identified in the 1989 enabling legislation was addressed in 1993, and significant advances were made. Notable among these is a measure passed by the Legislature and signed by the Governor, to provide 95 percent of the funding needed to pay for new schools in the city, replacing decrepit and unsafe facilities that, in some cases, date back more than a century. Of equal significance for the Partnership's goals was the further development of the Pre-school Program, an innovative part of the Early Childhood Program. This program, which offers an enriching educational environment for English-speaking, bilingual, or special-needs children, is open every business day of the year from 7:30 a.m. to 6 p.m.

In reviewing this annual report, the reader should understand that a multi-year reform effort with multiple goals will make progress on each goal at differing rates. In some instances, results will be apparent early in the Project. In other instances, measurable progress may not be apparent for several years. The Chelsea school system experienced a long period of decline; overcoming the momentum of that decline inevitably takes time. A program of fundamental change also results inevitably in a period of adjustment for faculty, staff, and the members of the community. Working towards explicit goals, we are seeing clear progress. We believe that measurable progress in educational reform, growing confidence, enthusiasm and pride of Chelsea teachers, administrators, and parents, and the ability of the community to manage a superb school system will all continue and flourish long after Boston University completes its work.

III. THE STRUCTURE AND PRINCIPLES OF THE PARTNERSHIP

In the 1980s, the Chelsea School Committee faced staggering problems. In Boston University's 1988 report to the Committee on the school system, the University concluded that the necessary changes could not be made unless Chelsea engaged an independent agent to run the schools. This independent manager would, over roughly a decade, have the time to make the necessary changes and to nurture habits of effective and responsible school management. An outside manager would also be free from some of the constraints — particularly political pressure — that had hampered administrators and elected officials. This agent would be in a position to revitalize the collective bargaining system, develop a new administrative structure, improve the management of the schools, and seek outside resources to supplement the already strained school budget.

The School Committee invited Boston University to serve as that agent. The School Committee and the Board of Aldermen, with the concurrence of the Mayor, passed measures inviting the University to join in a formal partnership, and the Commonwealth passed legislation to make this possible in June 1989.

Some elected officials in Chelsea, some members of the community, and even some members of the Legislature raised questions about the accountability of an outside agent operating under a new management structure in which elected officials would delegate the authority and responsibility reposed to them by the city charter. To address these concerns, the contract between the University and the City was written so that the School Committee was given specific review, override, and contract-termination authority. The Governor appointed an oversight panel to review the University's adherence to laws governing the management of a public school system and the University assured the community that the school system would be managed in a way that directly involved the community.

Boston University established a Management Team, composed of individuals from throughout the University who offer their time and expertise to the

management of the reform efforts in Chelsea. In some ways, the Management Team is similar to a school committee. It is composed of individuals who may hold differing points of view and who are free to vote on issues that come before the Team, just as elected school committee members vote according to their best judgment. The Team relies on the ability and experience of the appointed superintendent to carry out the day-to-day management of the school system. The Management Team holds public meetings at least once each month during the academic year. An innovation at these meetings is the opportunity for members of the public to address any issue of concern to them regarding the school system, whether that issue is on the agenda or not.

The School Committee retains the right to review all actions of the Management Team. It can, by a two-thirds vote, override any action of the Management Team except personnel decisions. It can, by a simple majority, vote to terminate the Partnership.

The appointed Management Team has the flexibility to draw key leaders from the University who can address the changing needs of the Chelsea School Department. For example, the chairman of the Management Team this past year was Paul Clemente, Associate Vice President for Financial Affairs. The financial crisis in Chelsea was so severe that the Partnership itself had been threatened. Placing the chairmanship in the hands of a skilled financial manager gave the Partnership the best opportunity for survival. Other members of the Management Team, who bring strengths in a variety of areas, worked with Mr. Clemente on financial concerns, but had more time to concentrate on educational issues within their areas of professional expertise.

The Management Team plays an additional role as the link for the many Boston University faculty, administrators, and students who participate in the Chelsea Partnership. In particular, School of Education faculty, graduate students, and undergraduate students have served variously as advisors, mentors, tutors, and aides, among other roles. Faculty and students from the School of Social Work have also played key roles in Chelsea. Faculty, students, and administrators from virtually every area of the University have joined in the effort to help rebuild the Chelsea school system.

The educational principles that guide the members of the Management Team in the Boston University/Chelsea Partnership are simple: children must be ready to learn, teachers must be ready to teach, and the curriculum must consist of something important to teach. These three principles underlie virtually all of the reform efforts that have been undertaken in Chelsea.

The first principle — that children must be ready to learn — is the cornerstone of any successful education reform effort. School officials, particularly in urban areas, find that children from poor families often begin their schooling unprepared to learn. That is why the Boston University plan that was accepted by the Chelsea School Committee placed a very high priority on early childhood education. The Early Childhood Program is a comprehensive program designed to transform the educational system, beginning with the youngest children. Anything less would be little more than a quick-fix effort that would condemn a generation of children to a school career of remediation rather than education. Without these crucial programs for pre-kindergarten children, the Chelsea schools would always be playing catch-up.

In a school system that serves so many children from immigrant families, special attention must be provided to students who do not speak English. An effective transitional bilingual education program should teach English to students as rapidly as possible in order to bring them into the mainstream of American society and open to them the full range of educational opportunities. Such a program should recognize the worth of all languages spoken by the children in a school system, and it should encourage all children — including native English-speaking children — to escape the constraints of monolingualism. While knowledge of other languages and cultures enriches their lives immeasurably, it is essential for all children to be fully fluent in English in order to succeed in school and in careers after graduation.

The second principle — that teachers should be ready to teach — is an acknowledgment that teaching must be regarded as a profession on a par with law, medicine, and other learned professions. Teachers must be masters of the subject matter and of the art of teaching. Their worth must be recognized and they must be given responsibility, held to account and properly compensated. Further, the school system must provide the teachers with necessary tools, including up-to-date

books, teaching materials, and curricula, as well as a safe and enriching school environment. Finally, teachers must work within a school system that is managed effectively and accountably.

The third principle — that important subject matter must be taught — is equally important. Children must learn to read well and to write and speak fluent and correct English. They must develop a solid grasp of mathematical reasoning and a facility with mathematical calculation. Children should learn the methods of scientific inquiry, the history of the common culture to which we are heirs and the ideals of responsible civic, professional, and private life. An effective curriculum must balance the timeless elements of education with a thoughtful selection of contemporary skills and recent information. That is why curriculum development has become a major effort in Chelsea, first led by the faculty of Boston University School of Education, and now increasingly under the leadership of Chelsea teachers and administrators, in partnership with advisors from the University.

IV. BOSTON UNIVERSITY/ CHELSEA PARTNERSHIP GOALS AND PROGRESS

The 1989 enabling legislation identified seventeen long-term goals for the Partnership. These goals correspond to the major problems that the Boston University study identified in Chelsea and constitute standards against which progress of the Partnership can be measured over the course of time. Some of the goals will be achieved quickly, others will require many years of concerted effort.

The seventeen goals are:

1. Revitalize the curriculum of the city's school system.
2. Establish programs for the professional development of school personnel and for the expansion of learning opportunities for parents.
3. Improve test scores of students in the school system.
4. Decrease the dropout rate for students in the school system.
5. Increase the average daily student attendance rate for the school system.
6. Increase the number of high school graduates from the school system.
7. Increase the number of high school graduates from the school system that go on to attend four-year colleges.
8. Increase the number of job placements for graduates of the school system.
9. Develop a community school program through which before-school, after-school, and summer programs are offered to students in the school system and through which adult education classes for inhabitants of the city are offered.
10. Identify and encourage the utilization of community resources.
11. Establish programs that link the home to the school system.
12. Decrease teacher absenteeism in the school system.
13. Improve the financial management of the school system and expand the range of operating funds available to the school system.
14. Increase salaries and benefits for all staff, including raising the teacher salary average to make it competitive with the statewide average.

15. Construct effective recruiting, hiring, and retention procedures for all staff members.
16. Establish student assessment designs and procedures that are of assistance in monitoring programs and that act as incentives for staff members in each school.
17. Seek to expand and modernize physical facilities in the school system.

V. PARTNERSHIP PROGRESS IN 1992-93

To measure the progress of the Partnership at regular intervals, it is necessary to assess the efforts undertaken to meet the seventeen goals listed in the 1989 enabling legislation.

The first report to the Legislature described the first three years of the Partnership in considerable detail. This second annual report focuses on what has been accomplished or initiated since the first report. Where appropriate, a summary of earlier accomplishments is included, and most charts or tables report data from several years in order to show how they have changed over time.

1. Revitalize the curriculum of the city's school system.

Attention to curriculum reform was given first to the lower grades. Professors from the Boston University School of Education have worked closely with Chelsea teachers to foster understanding of curriculum planning as well as the structure and content of the reformed curriculum. During the first three years of the Partnership new curriculum objectives were established in mathematics, science, social studies, and language arts for kindergarten through eighth grade. A first draft of a revised curriculum for grades 9-12 was completed. In the 1992-93 academic year, for the first time students at each grade level studied the same materials throughout the system.

In the past year, Chelsea faculty assumed a major role in ongoing curriculum reform efforts. Superintendent Gawrys appointed committees, composed of principals, teachers and advisors, to work in several curriculum areas at the pre-kindergarten through grade 8 and at the high school levels. In this way members of the Chelsea faculty are developing the skills of educational leadership. At the end of the academic year, Dr. Anthony Roselli was named assistant superintendent for curriculum and instruction. He will oversee the continuing efforts of Chelsea teachers and administrators in this important area.

Among the committees and their accomplishments over the past year:

- Stephen Socha, chairman of the History and Geography Committee and principal of the Williams Annex, reported that the committee examined the curricula of two school systems (New Fairfield, Conn. and Lexington, Mass.), and contacted the Northeast Global Education Center and the Council for Geographic Education in an effort to review standards and practices that have been shown to be successful. The committee planned to meet throughout the summer of 1993 to continue work in these areas.

- Paula Finkelstein, chairman of the Pre-K - 8 Language Arts Committee and principal of the Prattville School, worked with Boston University School of Education Professors Roselmina Indrisano and Jeanne Paratore to further develop a system-wide literacy and language arts curriculum. The committee has been working to integrate reading and language arts objectives and ensure common instructional approaches throughout the district. A set of principles has been established to guide the further evolution of this curriculum, based on the recognition that early literacy is fostered in an environment that is rich in opportunities for reading, writing, listening, and speaking.

- Burke School Principal Claire Tosches, chairman of the K - 8 Math Committee, has worked to establish links among mathematics, science, and the home. A program known as "Suitcase Math" will in the coming year provide students in grades kindergarten through 3 with home projects to work on with their parents. The k - 8 committee is working closely with the high school committee to coordinate mathematics instruction at all grade levels. Since September 1991 Chelsea teachers have participated in the Classroom Centered Teacher Development Mathematics Project, which focuses on the teaching and assessment of mathematics skills. Four Commonwealth Inservice Grants have funded or will fund after-school workshops and day-long demonstrations for math teachers, and dozens of training sessions have been conducted by Boston University and Chelsea faculty.

- Williams School Principal Anthony DiGregorio, chairman of the K - 8 Science Committee, has worked with a seven-member group to review and revise existing curriculum objectives. A major goal of the committee has been to coordinate instruction with hands-on science kits that the school system provides.

Currently the committee is refining tests and performance measures that will better assess student learning in this area.

- The High School Language Arts Committee, chaired by Sarah Kass, has been defining standards and developing assessment tools in reading, writing, oral communications, and other areas.

2. Establish programs for the professional development of school personnel and for the expansion of learning opportunities for parents.

Thanks to the work of the curriculum committees, there has been a significant increase in the number of in-service programs for teachers. Four Commonwealth Inservice Grants have funded or will fund after-school workshops and day-long demonstrations for math teachers, and dozens of training sessions have been conducted by Boston University and Chelsea faculty in science and math teaching. The "Classroom Centered Teacher Development Mathematics Project" is one example of this training.

Numerous programs have been offered at Boston University, including a three-day summer institute sponsored by the University's National Center for America's Founding Documents, and a three-day course presented by Boston University Professor of English Michael Prince on "Building a Writing Curriculum". School of Education Professor Steven Tigner offered a series of summer workshops and a summer academy on character education, featuring writings from classical and contemporary sources. In addition, 29 Chelsea teachers and administrators have been granted scholarships worth nearly \$28,000 to pursue graduate study at the School of Education.

Chelsea is the recipient of a five-year grant, one of only seven awarded to communities in the Commonwealth, that supports workshops for teachers on integrating bilingual, Chapter 1, and special education students into the educational mainstream. Fourteen workshops have been held, with between eight and 48 participants. In addition, 250 teachers received training on eligibility criteria for Chapter 766. The school system's Department of Human Services and Substance Abuse offered a program on violence prevention, which 40 teachers attended.

New reading materials were purchased and introduced last year for grades k - 8. In-service training sessions, featuring model lessons conducted by instructors from the University and the publisher, were held at each of the elementary schools. These sessions were videotaped and are available for review by all Chelsea teachers.

An innovative program developed through the Partnership addresses the educational needs of parents. In the Intergenerational Literacy Project, whole families learn to read. In classes held at the Shurtleff School, marginally literate parents, and others who are caring for children under the age of ten, are taught to read and to help teach their children to read. Also known as "Parents as Partners", the project has among the highest attendance and lowest attrition rates of any literacy program in the country. Ninety-six families participated last year.

In the Computer Partners program, students in grades 3 through 6 and their parents work together in the computer lab. Using word processors and lessons in the writing program, the focus of this activity is to involve parents in the use of computers with their children and to increase their understanding of how computers are used in educational settings. Students and their parents enroll for one twelve-week period. Three terms were offered during the 1992-93 school year, with a total of thirty-six student/parent teams participating. Computer Partners is one of the most successful after-school programs.

Under the Boston University/Chelsea IBM Home Learning Centers Project, family daycare providers use computers and modems to communicate with one another and with educational and health professionals. Beginning with six home learning centers in 1991, the project expanded to 12 centers this past year serving 90 children. The home providers, many of whom have children in the Chelsea public schools, have learned how to exchange information with advisors at Boston University's School of Education, Sargent College of Allied Health Professions, the Massachusetts General Hospital/Chelsea Memorial Health Center, Chelsea public schools, and other childcare agencies in the city. The Project's home teachers also attend training sessions on Saturday mornings, which are open to Chelsea teachers and parents as well. Participants who attend all of the training sessions and complete written homework assignments receive Continuing Education Credit, equivalent to college credit, from the Massachusetts Office for Children. During the 1992-93 school year, 224 people attended the Saturday courses. Project Coordinator

Laura DiChiappari visits each home teacher once a week to discuss activities. Additionally, she stays in communication with them via computer mail, and publishes *Network News*, a newsletter featuring educational ideas — many of them from the home teachers themselves.

The High School Dropout Prevention Program and the Parents' Room program have begun offering courses for parents, including English as a Second Language and an introduction to computers. A Bank of Boston grant was used to purchase course materials. The courses teach vital skills to parents and, in the process, encourage them to become more involved in their children's education.

3. Improve test scores of students in the school system.

This past year, for the first time, the School Department engaged a consultant to analyze standardized test scores in Chelsea. A comprehensive analytical methodology is being developed. This methodology will make it possible to evaluate test results in the light of each student's length of time in the Chelsea schools. In this way, the analysis will control for those students who have benefited from the Pre-School Program and permit comparison with those who transferred into the system at an older age. Because of the high level of movement in and out of Chelsea, many students are only briefly in the school system. It is critical to differentiate long-term from short-term presence in the schools in order to assess the true effectiveness of the Partnership's programs.

Dramatic improvements cannot be expected in the short term. At this point, some children who were three years old early in the Partnership and who entered the Pre-School Program have now completed kindergarten or the first grade. Graduating seniors in 1993 were entering the ninth grade when Boston University came to Chelsea. Improved test scores will therefore be seen more and more over the coming years as children who have the benefit of improvements in the Chelsea schools pass through the grades. Modest improvements in test scores are already beginning to appear, and the numbers of high school students taking the Scholastic Aptitude Test is increasing. For years, Chelsea scores have been significantly lower than statewide averages. Improvements in scores should be viewed in two contexts: how they relate to statewide and urban center averages, and how they relate to

previous Chelsea scores. Improvements, while welcome, should be seen merely as the beginning of a long, steady process of reform.

Massachusetts Educational Assessment Program

These tests, given in the 4th, 8th and 12th grades, measure mathematics, reading, science, and social studies learning. They can be used to compare district scores to statewide scores or to the scores of similar districts. They can also be used to compare performance over time, as they are used here. It is particularly gratifying that less than halfway through the anticipated life of the Partnership, fourth and eighth grade students have improved in all of the four subject areas. A difference of 50 points is considered significant, and these students have scored 50 or more points ahead of 1988 scores in six of eight tests. Twelfth grade students showed a gain in math, but dropped in the other three areas; however, only one of these changes was greater than 50 points.

MATHEMATICS

<u>4th GRADE</u>			<u>8th GRADE</u>			<u>12th GRADE</u>		
1988	1990	1992	1988	1990	1992	1988	1990	1992
1130	1110	1190	1080	1100	1150	1080	1120	1110
<i>net change</i> (1988-92)		+60			+70			+30

READING

<u>4th GRADE</u>			<u>8th GRADE</u>			<u>12th GRADE</u>		
1988	1990	1992	1988	1990	1992	1988	1990	1992
1110	1110	1170	1100	1090	1160	1110	1060	1080
<i>net change</i> (1988-92)		+60			+60			-30

SCIENCE

<u>4th GRADE</u>			<u>8th GRADE</u>			<u>12th GRADE</u>		
1988	1990	1992	1988	1990	1992	1988	1990	1992
1120	1110	1170	1100	1110	1130	1070	1070	1060
<i>net change</i> (1988-92)		+50			+30			-10

SOCIAL STUDIES

<u>4th GRADE</u>			<u>8th GRADE</u>			<u>12th GRADE</u>		
1988	1990	1992	1988	1990	1992	1988	1990	1992
1140	1120	1170	1060	1080	1140	1140	1030	1050
<i>net change</i> (1988-92)		+30			+80			-90

Scholastic Aptitude Test and Achievement Test

There was a 14-point rise in 1993 in average SAT scores. Perhaps more significant is that the number and percentage of students taking the SAT increased. This relates to Goals 6 and 7, which call for increasing the number of high school graduates and increasing the number of graduates who go on to college. An increase in the number of students taking the SAT can often be expected to result in a decrease in the average of SAT scores, and the percentages taking the test before 1993 were probably too small to provide statistically significant results. The Achievement Test shows a net improvement of 51 points since the Partnership began, but the number of students taking this test remains small.

SAT

Year	Senior Class Size	Number Taking Test	Percent Taking Test	Average Math Score	Average Verbal Score	Combined Average Score
88/89	156	38	24%	369	295	664
89/90	181	53	29%	388	304	692
90/91	175	53	30%	380	318	698
91/92	143	53	37%	356	264	620
92/93	171	73	43%	347	287	634

Achievement Test

Year	Senior Class Size	Number Taking Test	Percent Taking Test	Average of All Scores
88/89	156	6	4%	421
89/90	181	16	9%	432
90/91	175	13	7%	469
91/92	143	9	6%	488
92/93	171	10	6%	472

4. Decrease the dropout rate for students in the school system.

The Chelsea High School Dropout Prevention Program tracks at-risk students and works to make the school a more desirable place. Administrators at the High School are working to improve the coordination of efforts among appropriate personnel. In addition, staff from all areas involved in dropout prevention are working to involve parents and students directly in activities that will further reduce the number of dropouts.

The Boston University School of Social Work's Newcomer Program at Chelsea High School breaks through feelings of isolation that can impede the school progress of international students. The Newcomer Program enables students to talk about their problems and encourages their participation in school activities and the use of school resources.

Annual High School Drop-out Rate*:

	<u>1989-90</u>	<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>Decline Since 89/90</u>
	20%	13%	8%	8%	60%
<u>Grade</u>					
9	27.05%	16.74%	5.62%	9.66%	64%
10	25.64%	14.00%	12.08%	9.87%	62%
11	18.52%	12.00%	6.09%	5.55%	70%
12	6.63%	9.14%	4.73%	3.82%	42%

(*Calculated by comparing the number of dropouts over a single one-year-period to the October 1 enrollment for that period.)

There has been a steady and significant decline in the dropout rate. In only two instances (grade 12 in 1990-91 and grade 9 this past year) have there been increases over a previous year, but in all instances there has been a dramatic net improvement in retention.

5. Increase the average daily student attendance rate for the school system.

Overall, the attendance rate has remained level, but there has been a small increase at three of the elementary schools. This bodes well for increasing attendance levels in the future as an increasing proportion of all Chelsea students have begun their education in the Partnership.

Attendance Rate

	<u>1988/89 (%)</u>	<u>1992/93 (%)</u>	<u>Change</u>
District	89	89	even
High School	82	81	-1
Williams	89	91	+2
Shurtleff	92	92	even
Prattville	93	94	+1
Burke	91	94	+3
Williams Annex*	NA	89	NA

*The Williams Annex opened in 1992 as a 300-student school for grades 7 and 8.

6. Increase the number of high school graduates from the school system.

The Partnership has worked with existing dropout prevention programs, such as the Chelsea Futures program, and introduced new programs, such as the Pathway School and the High Expectations Learning Program (H.E.L.P.). A Dropout Prevention Department at the High School monitors attendance reports and contacts students whose chronic tardiness or absence indicates a high potential for dropping out. The Pathway School is an alternative high school within the Chelsea High School. During this past year 54 students were enrolled, taking courses between 2:30 p.m. and 9 p.m., Monday through Thursday, and 8 a.m. to 1:30 p.m. on Friday. Like the H.E.L.P. project, Pathway is designed to meet the needs of students who have not succeeded in a traditional high school setting. While H.E.L.P. serves as an adjunct, Pathway is a comprehensive alternative program in which teachers serve as advisors and mentors to a much greater extent than is possible in conventional classroom settings.

	<u>Number of Graduating Students</u>
1989	133
1990	175
1991	156
1992	143
1993	171

These figures can be difficult to interpret. For one thing, at the very least, the numbers depict the volatility of high school enrollment and graduation rates in a poor, urban school district with a highly transient population. The decreasing figures between 1990 and 1992 represent, in part, a drop in overall enrollment. Certainly, this past year's number of graduates is a strong and positive sign that students at Chelsea High School and their parents are beginning to gain greater confidence in their community's schools.

7. Increase the number of high school graduates from the school system that go on to attend four-year colleges.

Statistics on post-graduation activities are based on the self-reported plans of the graduating students, and are collected by the High School guidance department. It should be noted that this goal calls for increasing the number of graduates who go on to study at four-year colleges; it is important to note the post-secondary education plans of all students. Many of those who attend a two-year school will transfer to a four-year school.

	<u>4-Year College</u>	<u>2-Year College</u>	<u>Other Post-secondary</u>	<u>Percent of Class</u>
1989	28	35	7	52.6%
1990	40	35	18	53.1%
1991	46	30	19	60.8%
1992	35	43	8	60.1%
1993	53	44	17	66.7%

Percentage Increase of Students in Post-secondary Education Since 1989: 21%

8. Increase the number of job placements for graduates of the school system.

This set of data needs to be viewed in the context of Goal 7; as the number of graduating seniors going on for post-secondary education increases, the raw number of graduating seniors who might seek work will, naturally, fall. Thus, the important number for this goal is the number of seniors listed under "Other or Not Available." This figure, *which has fallen by 81 percent*, shows that most seniors now leave Chelsea High School with plans for their futures and a sense of direction in their lives.

	<u>Work</u>	<u>Military</u>	<u>Other or Not Available</u>
1989	36	6	20
1990	38	1	43
1991	41	9	11
1992	34	8	5
1993	46	4	8

At Chelsea High School, students have access to three employment and career programs, including occupational education courses, the "Jobs for Baystate Graduates" program, which offers training in career awareness and employment skills, and the Massachusetts Department of Employment and Training, which maintains an office at the school. In addition to job skills, these training opportunities help seniors and graduates with placement efforts and even with their college applications and essays.

9. Develop a community school program through which before-school, after-school, and summer programs are offered to students in the school system and through which adult education classes for inhabitants of the city are offered.

A number of programs introduced through the Partnership are designed to increase the use of school resources in order to prepare children to learn in a safe and comfortable learning environment. The Early Childhood Programs form the heart of the Partnership's efforts. Children aged 3 through 5 years can participate in programs from 7:30 a.m. to 6 p.m. every work day of the year, including the summer. Programs have been conducted in cooperation with existing day-care providers. Among this group, a dozen day care providers have been linked together

by computer, as well as to the School Department, Boston University, and health-care providers.

A large number of after-school programs are available; many of these have been created by Chelsea teachers. At the Williams School Annex, for example, six after-school programs were initiated this year, attracting from three to 45 students each day that they are held. Programs included homework-assistance sessions, production of a health newsletter for students, and sports, math, science, and cable-television clubs. The Prattville School also offered a half dozen programs during the year, and this past summer offered a four-week Literacy Camp for eighty students, with eight teachers participating. A Math Camp was held at the Burke School. An after-school and summer recreation program in which nearly 500 students participated was arranged in cooperation with the YMCA. An after-school sports program for girls began in December and attracted an average of 80 participants per session.

In addition to work-study jobs for high school students, a number of internships were offered outside the High School. Among the agencies offering placements were the City Treasurer's Office, the Chelsea Public Library, Project Head Start, the *USS Constitution* Museum, and the Massachusetts Port Authority.

Adults participate in the Intergenerational Literacy Project, in which adults who are caregivers for children are taught to read so that they can, in turn, help develop their children's reading abilities. The School Department also offers Adult Basic Education and General Education Diploma programs.

10. Identify and encourage the utilization of community resources.

Early childhood programs in particular have brought together existing community resources and the school system in a cooperative effort. Twelve day-care providers have been linked to the school system by computer and through cooperative agreements.

Another area of community cooperation has been in health care. In September 1990, the Massachusetts General Hospital/Chelsea Memorial Health

Center, working in cooperation with the Boston University School of Public Health, opened a clinic at Chelsea High School, which marked 900 visits by students during the 1992-93 school year. A program run by the University's Goldman School of Graduate Dentistry expanded this year to include a counseling service at the High School. Screening programs were open to all pre-k and kindergarten children, and children in grades 1, 3, 5, 7 and 8. A total of 513 early childhood participants were screened (81 percent of available students), and 1,249 elementary students were screened (85 percent of available students).

The Department of Human Services and Substance Abuse uses both School Department and community-based resources to create new opportunities for students, families, and faculty to develop their potential and to address problems. Last year, 255 referrals were made to outside agencies for assistance with problems in the areas of child abuse, substance abuse, mental health, and physical health. The Human Service/Substance Abuse office coordinated anti-drug efforts with the federally funded Weed and Seed Program in the receiver's office and the Chelsea Police Department. Staff from Massachusetts General Hospital helped coordinate health education programs, as did the American Red Cross.

The University has also participated in a number of community events, including the Chelsea Latin American Festival. The University recently created a new position, the Director of Community and Parent Relations. This staff member, who reports directly to the superintendent and the chairman of the Management Team, has begun to develop new ways in which the School Department and Boston University can keep the community involved in school reform.

11. Establish programs that link the home to the school system.

The Partnership seeks to involve parents and other caregivers in the education of the children. Among the programs that link the home to the school are the various early childhood efforts, such as the Chelsea Home Instruction Program, which provides training to parents in preparing their children for school; the High Technology Home Daycare Project, linking day-care centers to the schools by computer; and the Intergenerational Literacy Project, which provides literacy training to adult caregivers. At the high school level, parents may participate in

programs such as Dreams and Plans, which is designed to reduce truancy and dropout problems. Health initiatives also involve the family. For example, reports of dental screenings are shared with parents. Parents can take advantage of learning opportunities through adult basic education and general education diploma programs.

A Parent Information Center (PIC) was established three years ago. The Center has coordinated student assignments and registration for pre-k and kindergarten students. The PIC also provides translation services for written materials as well as for meetings, orientations, and other interactions between School Department staff and parents who do not speak English.

12. Decrease teacher absenteeism in the school system.

Teacher attendance for the fourth year is slightly improved over last year. The decrease in teacher attendance last year probably reflects the turbulence which accompanied the city’s fiscal crisis and which cost 50 teaching positions. We expect that ongoing improvements in the school system, coupled with improved compensation and opportunities for continuing education and training, should continue to raise teacher morale and attendance.

Teacher Average Daily Attendance:

<u>1989-90</u>	<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>
95.47	95.78	93.81	94.86

13. Improve the financial management of the school system and expand the range of operating funds available to the school system.

As part of the Partnership’s ongoing efforts to improve the financial management of the School Department, a new financial management and reporting system was implemented during this past year. A program-budget format was adopted for FY 1994, replacing the traditional line-item format. The line-item format is satisfactory for small organizations, and it is relatively easy to develop and maintain. However,

the analytical information that it can provide is limited. For example, a line-item budget cannot be used easily to disaggregate information on the cost of personnel or other resources in different program areas, and it cannot integrate information on all funding sources.

A program-budget format provides important and useful information on major functional areas for managers and on the cost of the various elements necessary to operate those areas. The uses of funds are more readily identifiable, enabling managers to identify spending patterns and priorities with greater efficiency and effectiveness. For example, more than 70 percent of the School Department budget is devoted to personnel. With a program-budget format, managers can identify directly the link between a program activity and the cost of providing staff and materials to support that activity. In contrast, the line-item budget only shows gross figures for personnel and other resources, completely isolated from the duties and contributions of specific individuals or specific activities.

The line-item format only accounted for that portion of the budget funded by the city's general fund and direct state aid. However, the School Department annually receives an additional \$4 million to \$5 million in funds from federal, state, and private grants, many of which are secured through the efforts of Boston University and A Different September Foundation. Within the program-budget format, all funding sources are identified. Supplementary reports identify not only funding sources, but provide school-by-school spending analyses, system-wide program analyses, and other information, as needed by the superintendent, members of the Management Team, and other administrators for decision-making purposes.

The School Department's business office has been reorganized, making the use of this new and sophisticated budgeting system feasible. A new business manager was hired at the beginning of the past year, and two accountants were hired recently to help manage the financial system, which has been centralized with the city's financial management computer system.

A Different September Foundation, which was established by Boston University to raise funds for the Partnership from corporate, foundation, and

individual donors, brought in \$931,418.89 during the past fiscal year (July 1, 1992 to June 30, 1993). In addition, donors during the past year pledged a further \$422,500.

The position of grant writer for the School Department was created in July 1992. Seven grants totaling \$199,000 were awarded to the Chelsea School Department. Additional grant applications totaling more than \$1 million were outstanding as of June 30, 1993.

In addition, during 1992-93, Boston University contributed \$1,260,391 in direct expenditures on the Chelsea Schools and an additional \$350,000 in contributed services. The total of \$1.6 million raises the Boston University contribution to Chelsea since the beginning of the partnership to \$3.6 million.

14. Increase salaries and benefits for all staff, including raising the teacher salary average to make it competitive with the statewide average.

In 1988 the Chelsea teachers salaries were among the lowest in the state. During the first three years of the Partnership, teachers received an average 26 percent salary increase. In 1992 Chelsea teachers' salaries were close to those in the surrounding communities. Under the first agreement reached with the teachers' union, teachers became eligible to receive performance increases of up to 4 percent.

Administrators received an average 22 percent salary increase over the first three years of the Partnership. Cafeteria and custodial employees reached a three-year agreement that provided an average wage increase of 7.5 percent. Clerks received an average increase of 6.3 percent.

The Management Team has been negotiating with the Chelsea Teachers' Union to develop a new contract that would, through several new provisions, benefit teachers and enhance the quality of teaching in Chelsea. One significant goal of the Management Team is to provide adequate time for scheduling Art, Music and Physical Education programs for elementary students by extending the workday for k - 8 teachers.

Another important goal of the Management Team is to increase salaries for all employees to competitive levels. Although the city has limited resources to

provide higher salaries, negotiators for the Management Team will make every effort to ensure that teachers and other staff receive fair and equitable compensation, including across-the-board increases and performance payments that recognize excellence in teaching.

15. Construct effective recruiting, hiring, and retention procedures for all staff members.

In an effort to ensure the hiring of the most qualified candidates to address the unique needs of the Chelsea community, recruitment procedures involve extensive advertising in newspapers, including media which serve minority populations. Bulletins and vacancy notices are sent to college placement offices and human services agencies with follow-up telephone contacts for leads to potential candidates. Screening committees have been developed, and these include representatives from parent and community groups.

During the spring of 1993, the superintendent of schools recommended the restructuring and reorganization of the elementary schools to create smaller units of approximately 400 students, each under one principal. Such a reorganization is intended to change the role of the building principal from that of a building manager to that of an educational leader. Because under recently passed education reform legislation, principals will take greater responsibility for the hiring of teachers, it is imperative to put the best possible individuals into principalships.

Teachers and administrators have been included in curriculum development and evaluation efforts. Consistent criteria for promotion, retention, and graduation are being developed. Extensive staff development is provided by Boston University. In addition, a staff committee has been organized to plan future staff development programs. Every effort is being made to enhance staff and administrative salaries to make the Chelsea School Department more competitive with surrounding school districts.

16. Establish student assessment designs and procedures that are of assistance in monitoring programs and that act as incentives for staff members in each school.

The curriculum development process requires that for each subject area there be specific objectives to ensure that instruction is provided in an orderly and sequential manner. Clear objectives allow staff to communicate with each other and to integrate learning across subject areas. They allow teachers to communicate with parents and other community residents in a specific, concrete manner and they also provide a base line which enables teachers and administrators to assess program effectiveness and individual student progress.

Continual monitoring of program effectiveness and student progress ensure that the curriculum remains effective and students are learning. There have been many innovative practices in the area of evaluation. To appropriately evaluate a curriculum, it is necessary to use multiple measures. Some tests enable teachers to compare how well Chelsea students are doing with students in other localities and the nation in general. Others tests enable teachers to determine how well students are mastering the locally developed curriculum.

In the fall of 1992, as part of a student assessment program, the Chelsea Public Schools received reports on the academic performance of students in grades 4, 8, and 12 who took the Massachusetts Educational Assessment Program tests in reading, mathematics, science, and social studies. All students also took a standardized achievement test, the California Achievement Test, during the spring of 1993. Bilingual students were tested in their native language if they were in the first two years of the transition program. Students in the third year of the transitional bilingual education program were tested on an English language standardized test and, if necessary, were also given a test in their native language. All special needs students were tested at the achievement level indicated by their individual plans. Only in those instances where the plan specifically prohibited testing or if parents requested that their special needs child not be tested were special needs students excluded. In the future, every effort will be made to test all students.

17. Seek to expand and modernize physical facilities in the school system.

The need for new school buildings in Chelsea is acute: the newest school in the city was built in 1909. Fortunately, the final pieces of a plan to build new schools in Chelsea are in place. On March 23, 1993 the Massachusetts Board of Education approved Boston University's plans for a new school complex in Chelsea that will house a high school and six elementary schools. (Final decisions on site and whether there will be one or two campus locations have not been made yet.) On April 15, 1993 a land transfer bill was signed into law by Governor William Weld, confirming the state's approval of the building plans. The Massachusetts Department of Education's division of Governance, Environment and Support Services will provide up to 95 percent of the funds needed for new school construction, which is estimated at \$92 million. Chelsea's share could be as low as \$4.6 million over 20 years — a small fraction of the cost of estimated repairs needed merely to keep the existing schools open for the same period.

Chelsea had never previously taken advantage of Massachusetts school building funds because of years of fiscal problems and political infighting in the city. Now, Chelsea will have new schools for more than 4,700 children, and the new buildings will serve community needs for recreation, athletics, health and human services, vocational and job training, and senior centers. The buildings will also provide space for year-round pre-school and extended daycare, art and music programs, a supplementary library, and a cable TV studio. Furthermore, the construction project will generate up to 700 jobs, with preferential hiring for Chelsea residents. The project, scheduled to begin in the summer of 1994, is expected to be completed in September of 1997. In the meantime, the school system is alleviating overcrowding by using the former St. Stanislaus School, which is being leased from the Archdiocese of Boston for three years.

Building new schools is one of the most important steps that Chelsea can take to assure that both present and future generations of Chelsea students will have first-rate facilities in which to study and learn. It is also one of the most important steps that the city can take to ensure its long-term economic health.

In the plan that has been approved, there will be a new high school for 1,500 students, and a complex of six 400-student elementary schools. The only existing school building that can be renovated with any cost effectiveness is the Shurtleff School, which could house 800 pre-kindergarten and kindergarten students in two

400-student units. The new facilities will function as centers for families and family learning, offering before- and-after school programs and, during the summer, providing learning opportunities for the whole community.

VI. CONCLUSION

In the fourth year of the Boston University/Chelsea Partnership, we have seen significant and continued progress in the transformation of the Chelsea schools. We have achieved a more stable environment in which to work. Our successes are the result of the hard work and dedication of the people of Chelsea, parents, teachers, administrators, and students working together with hundreds of Boston University faculty, staff, and students. What makes this progress particularly noteworthy is that it has occurred despite a financial crisis which overwhelmed the community during the first three years of the Partnership, a crisis that resulted in the appointment of a receiver to govern the city. Without the resolve shown by Partnership leaders, including the School Committee, teachers, parents, and the Management Team, this reform effort might have been destroyed before it had the chance to demonstrate fully its potential.

The Partnership's Early Childhood program is ensuring that children who might otherwise experience several years of educational neglect exacerbated by television are able to begin kindergarten with a solid foundation. Curriculum reform at all levels assures children and their parents that their education is meaningful, that they are studying significant material that will prepare them to live productive and satisfying adult lives. With the help of scholarships, summer institutes, and on-site courses given in Chelsea by Boston University faculty, and with greater involvement in developing and implementing reform efforts, Chelsea teachers are better prepared to teach and to stand as mentors and models before their students. Parents are more personally involved in their children's education and are benefiting directly from intergenerational programs.

This progress is encouraging. We anticipate that the remaining years of the Partnership will be free of the divisive and destructive elements of financial crisis that hampered the early years of this effort. With financial stability established, we are able to concentrate our efforts on further developing curricula and expanded access to early childhood programs and improving the quality of teaching in the Chelsea schools.

The Boston University/Chelsea Partnership faces great challenges and holds forth great promise. As we enter our next year, we are confident that the challenges are being met and that the promise will be redeemed.

“At a time when fiscal woes have forced other towns to make drastic cuts in vital programs and considering the particular difficulties Chelsea has faced, it is probably a miracle that the school system — under the management of Boston University — has been able to maintain the innovations that were started three years ago.”

Editorial, *The Boston Globe*, September 5, 1992



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**THE
BOSTON UNIVERSITY/CHELSEA
PARTNERSHIP**

Third Report to the Legislature

September 1, 1994



Together to help the children

From the Chairman of the Management Team

When Chelsea broke ground for its new school buildings this past June, it was further evidence of a new optimism about the city's future. It also symbolized the renewal that is going on in the Chelsea public schools. Our progress has been most marked in precisely those areas where dedicated Chelsea teachers and administrators have worked closely with Boston University faculty members to develop curriculum and to improve teaching and learning. I am encouraged by this spirit of cooperation and by the results I have seen in the classroom and in test scores. Especially encouraging are such programs as the mathematics project described in this report. In coming years, we will broaden those efforts, building on foundations that have been laid over the past five years.

The Early Childhood Program, the cornerstone of the Partnership, now welcomes nearly 400 children and prepares them to enter first grade ready to learn. The School Department's finances are sound and, through the work of A Different September Foundation and others, we continue to raise funds to augment the school budget. Teacher salaries have been increased dramatically over the course of the Partnership, consistent with the goal of bringing teacher compensation up to competitive levels.

We have reasons for optimism about the future of Chelsea. The educational opportunities for Chelsea's children can be advanced substantially in the remaining years of the Partnership, and we remain committed to offering the children of Chelsea the greatest possible range of opportunities to succeed in the worlds of work and higher education.

Yours sincerely,

Douglas A. Sears
Chairman, Management Team

"At last a useful form of excess has arrived in Chelsea — an extreme emphasis on education . . .

"Given Chelsea's penchant for the dramatic, there is something comforting about the methodical nature of change in the city's schools. 'Quiet and substantial,' says the report about the city's education advancements. Reassuring words when describing activities in Chelsea."

The Boston Globe: editorial, September 2, 1993

"For a city like Chelsea, where all the news has been negative for a long time, the latest report on its . . . school system comes as a promising beacon of hope and optimism . . .

"If the news continues positive, this little city . . . will become a model for America."

The Boston Herald: editorial, September 3, 1993

"There hasn't been much good news out of Chelsea in a long time. Talk about Chelsea more likely turns to subjects like bankruptcy, receivership, corruption and indictments. But this fall, thanks to Boston University President John Silber and that school's education department and social work school, there really is something to cheer about in Chelsea. Four years ago, when Boston University took over the Chelsea schools, they were among the state's worst in terms of physical plant, student performance and overall morale. Boston University now has seven new schools on the drawing board. It has placed special emphasis on early childhood education, which in combination with Head Start now reaches four out of every five eligible Chelsea youngsters . . . The school environment is primed for real learning to occur in Chelsea, and we salute John Silber and Boston University for creating that situation."

*S. James Coppersmith, President and General Manager,
WCVB-TV, Boston: station editorial, October 15, 1993*

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This document is the third report of the Boston University/Chelsea Partnership as required by the enabling legislation (Massachusetts General Laws of 1989, Chapter 133, Section 13) that authorized the formation of the Partnership. A report is required annually beginning September 1, 1992 and hereafter through the completion of the Partnership.

I. THE BOSTON UNIVERSITY/ CHELSEA PARTNERSHIP: 1993-94 HIGHLIGHTS

This is the third report to the Massachusetts Legislature on the accomplishments of the Boston University/Chelsea Partnership. Having passed the halfway point in the Partnership, we can report continued progress in a number of areas, most notably in the construction of new schools, in curriculum development, professional education, and teacher salaries.

This report presents both an overview of the Partnership and a detailed description of the major achievements of the past year. Among the year's highlights are:

NEW SCHOOLS: On June 26, 1994, the city of Chelsea broke ground for new school buildings that will house a high school, two middle schools and four elementary schools. The new schools, which will be completed by September 1996 and will serve more than 4,300 children, are visible evidence of the revitalization of the city's school system. The new buildings will also serve as community centers where citizens can come together for recreation, meetings, and other events. Construction of the buildings will also provide a major economic stimulus to the city. The Massachusetts Department of Education will provide up to 95 percent of the \$113 million needed for the new school construction; Chelsea's cost will be approximately \$5.6 million over 20 years. (Goal 17)

CURRICULUM DEVELOPMENT: The pace of curriculum reform has increased dramatically, as has the involvement of Chelsea teachers in this effort. Chelsea faculty are serving alongside principals and Boston University faculty members on more than a dozen committees working on various components of the curriculum. A Curriculum and Staff Development Council was formed by Superintendent John Gawrys in November 1993 to review ongoing curriculum-related developments and to make recommendations to the superintendent for initiatives and improvements. (Goal 1)

PROFESSIONAL DEVELOPMENT: Twenty-eight Chelsea teachers took a total of 36 courses at Boston University on scholarships provided by the University. Also, 33 teachers received School Department tuition reimbursement for 57 courses taken at area institutions. A total of 152 teachers attended 114 professional conferences and workshops around the country and abroad last year. In addition, many in-service programs and institutes directly related to the work of the curriculum committees have been offered throughout the school year and during the summer. (Goal 2)

EARLY CHILDHOOD: The cornerstone of the Partnership's reform efforts, the Early Childhood Program continues to flourish. Eighty percent of Chelsea's three- and four-year-old children are served by public or private education-based daycare programs. Through regular meetings and training sessions, the Access and Options program brings together School Department staff, Project Head Start staff and private daycare providers for resource sharing and joint planning and training. In the public schools, parents may request a five-day-per-week extended day program for their children, a four-day program in which children attend for a half-day, or the Home/School Partnership, in which children attend for a half-day twice a week, combined with teacher/family meetings. A total of 390 children, representing about 44 percent of all three- and four-year old children in the city, were served through these three programs, and 295 children participated in School Department-sponsored summer programs. (Goal 10)

TEST SCORES: Since 1989 the percentage of seniors taking the SAT has more than doubled, from 24 to 55 percent. For the third year in a row, there was an increase in average SAT scores. The combined average score for 1994 was 644, up from 634 in 1993. Scores from the California Achievement Test (CAT), have been used to analyze the effectiveness of a teacher-training effort, the Classroom Centered Teacher Development Mathematics Project (CCTDM), targeting grades 4, 5 and 6. A comparison of the 1993 CAT scores of students in the project to those of students in classes taught by teachers without that training shows very promising results:

Average Grade Level Performance in Math:

	Grade 4	Grade 5	Grade 6
CCTDM Group	4.2	5.5	7.7
Control Group	3.6	5.1	5.6

POST-SECONDARY EDUCATION: Since 1989 the percentage of Chelsea High School graduates going on to post-secondary education has increased from 52.6 percent to 72.3 percent of the graduating class. (Goal 7)

THE INTERGENERATIONAL LITERACY PROJECT: This program, developed through the Partnership, teaches adults to read so they can help their children succeed in school. This past year, 132 families with 326 children participated. Participants came from 13 different countries of origin. The program has not only made it possible for parents to help their children, it has given parents language skills to prepare them to enter the workforce. Since the program was established in 1989, 595 adults have participated. Program attendance in the 1993-1994 academic year was 72 percent, compared to a national average of 50 percent for similar programs. (Goal 2)

TEACHER SALARIES: The average salary for teachers employed in Chelsea in 1989 and still working in the system has increased by 42 percent over the past five years, nearly reaching parity with the statewide average. The starting salary this year for new teachers with a bachelor's degree represents a 44 percent improvement in comparison with the salary of similar first-year teachers hired in 1989. (Goal 14)

The accomplishments of the past year give new cause for optimism about the future of public education in Chelsea. After a 40-year struggle, construction of new schools has begun. Thanks to a special program to improve the teaching of math, students in the fourth, fifth, and sixth grades have scored above grade levels on a national achievement test. A new curriculum stretching from pre-school to twelfth grade is emerging, and teachers are helping to shape it and learning to implement it. Although the drop-out rate and absenteeism at the high school level continue to be concerns, the newly appointed principal, Albert Vasquez, is committed to addressing

these problems in thoughtful and imaginative ways. Increased pride and enthusiasm are evident among Chelsea teachers and administrators. And is especially heartening to hear the parents of Chelsea speak of their growing hopes for their children's future.

II. THE BOSTON UNIVERSITY/ CHELSEA PARTNERSHIP: AN OVERVIEW

The Boston University/Chelsea Partnership is an effort to rebuild an entire school system. Working within the Chelsea public school system, the Partnership is intended to serve as a model for urban education reform.

Chelsea is a small and densely populated city of 1.8 square miles and 28,710 residents located northeast of Boston. It has long been a community of immigrants. Once a flourishing suburb with one of the finest school systems in the country, in recent decades Chelsea has been beset with poverty and crime, a declining tax base, and a corrupt and ineffective city government. The School Department suffered from chronic underfunding. In September 1991 the fiscal collapse of the city prompted the Commonwealth to place it in receivership. Thanks to strong measures taken by the Receiver, the city has been restored to fiscal stability.

Official census figures may significantly understate the city's population, omitting perhaps 10,000 or more unreported immigrants. According to figures provided by the city, 59 percent of the population is white, 31 percent is Hispanic, 5 percent is Asian-American and 5 percent is African-American. However, 74 percent of the students in the school system come from minority groups: 61 percent are Hispanic, 11 percent are Asian-American and 6 percent are African-American. This past year almost 22 percent of Chelsea students were identified as having limited English proficiency. One telling measure of the city's poverty is that 89.2 percent of all Chelsea students are eligible for free or reduced-price lunches.

During the 1980s, facing manifold and overwhelming problems, the mayor and the Chelsea School Committee turned to Boston University for assistance. The University conducted a study of the school system and, in 1988, issued a report to the Committee that strongly recommended that Chelsea engage an independent agent to run its schools. This independent manager would, over roughly a decade, have the time to make the necessary changes and to nurture habits of effective and responsible school management. Also, an independent manager would be free from some of the constraints — particularly political pressure — that had hampered

Chelsea administrators and elected officials in the past. This agent would be in a position to develop and implement an effective and educationally responsible curriculum, revitalize the collective bargaining system, institute a new administrative structure, improve the management of the schools, and seek outside resources to supplement the already strained school budget.

The School Committee invited Boston University to serve as that agent. The School Committee and the Board of Aldermen, with the concurrence of the mayor, passed measures inviting the University to join in a formal partnership, and the Commonwealth passed legislation to make this possible in June 1989.

Boston University established a Management Team, composed of individuals from throughout the University who offer their time and expertise to the management of the reform efforts in Chelsea. The Team relies on the ability and experience of an appointed superintendent to carry out the day-to-day management of the school system. The Management Team holds public meetings at least once each month during the academic year. A member of the Chelsea School Committee participates in the meetings as the School Committee's delegate. An innovation at these meetings, introduced by the Management Team from the outset of the Partnership, is the opportunity for members of the public to raise any school-related issue, whether that issue is on the agenda or not.

Under the 1989 agreement between the City of Chelsea and Boston University, elected officials delegated the authority granted to them by the city charter to the University-appointed Management Team through June 1998. The School Committee retained the right to review all actions of the Management Team. By a two-thirds vote, it can override any action of the Management Team except for personnel decisions; and it can, by a simple majority, terminate the Partnership. Further, the governor established an oversight panel for the purpose of monitoring the University's compliance with laws governing the management of public school systems.

One of the key objectives of the Partnership is to involve parents in their children's education and to cultivate a strong sense of responsibility among all of Chelsea's residents for the quality of their schools. The Partnership seeks to make

effective use of the resources of the community and to work with all segments of the community that wish to work with it.

The educational principles that guide the members of the Management Team in the Boston University/Chelsea Partnership are simple: children must be ready to learn, teachers must be ready to teach, and subject matters of enduring value to the students and the larger society must be taught. These three principles underlie the reforms that have been undertaken in Chelsea.

The first principle — that children must be ready to learn — is the cornerstone of any successful school system. Children from poor families and families in which English is not spoken often begin school unprepared to learn. That is why the Boston University plan that was accepted by the Chelsea School Committee placed the highest priority on early childhood education. Without such a program, Chelsea schoolchildren would always be playing catch-up, and teachers would always be engaged in remedial education. The Early Childhood Education Program established by the Partnership is the foundation on which all the other reforms must ultimately rest.

The second principle — that teachers should be ready to teach — acknowledges that teachers are members of a learned profession, and have responsibilities to their profession. Teachers must be masters of their subject matter and of the art of teaching. They must be given the necessary tools, including up-to-date textbooks, teaching materials, and curricula, and a safe and stimulating environment in which to work. Their efforts should be supported by a well-run school system, and their professional accomplishments should be recognized and appropriately rewarded.

The third principle — that subject matters of enduring value must be taught — is equally important. Children must learn to read well and to write and speak fluently and correctly. They must acquire an understanding of mathematical reasoning and learn to do mathematical calculations. Children should learn the methods of scientific inquiry and the important truths such methods have yielded. Children should become familiar with the history of our society and the great achievements of the common culture. And they should develop an understanding and appreciation of the ideals of responsible public and private life. This is why

curriculum development has been a major effort in Chelsea, first led by the faculty of Boston University's School of Education, and now increasingly under the leadership of Chelsea teachers and administrators in partnership with advisors from the University.

III. BOSTON UNIVERSITY/ CHELSEA PARTNERSHIP GOALS

The 1989 enabling legislation identified 17 long-term goals for the Partnership. These goals correspond to the major problems that the Boston University study identified in Chelsea and constitute standards against which progress can be measured over the course of the Partnership.

The seventeen goals are:

1. Revitalize the curriculum of the city's school system.
2. Establish programs for the professional development of school personnel and for the expansion of learning opportunities for parents.
3. Improve test scores of students in the school system.
4. Decrease the dropout rate for students in the school system.
5. Increase the average daily student attendance rate for the school system.
6. Increase the number of high school graduates from the school system.
7. Increase the number of high school graduates from the school system that go on to attend four-year colleges.
8. Increase the number of job placements for graduates of the school system.
9. Develop a community school program through which before-school, after-school, and summer programs are offered to students in the school system and through which adult education classes for inhabitants of the city are offered.
10. Identify and encourage the utilization of community resources.
11. Establish programs that link the home to the school system.
12. Decrease teacher absenteeism in the school system.
13. Improve the financial management of the school system and expand the range of operating funds available to the school system.
14. Increase salaries and benefits for all staff, including raising the teacher salary average to make it competitive with the statewide average.

15. Construct effective recruiting, hiring, and retention procedures for all staff members.
16. Establish student assessment designs and procedures that are of assistance in monitoring programs and that act as incentives for staff members in each school.
17. Seek to expand and modernize physical facilities in the school system.

IV. PARTNERSHIP PROGRESS IN 1993-94

To measure the progress of the Partnership at regular intervals, it is necessary to assess the efforts undertaken to meet the 17 goals listed in the 1989 enabling legislation.

The first report to the Legislature described the first three years of the Partnership in considerable detail. Beginning last year, each annual report focuses on what has been accomplished or initiated during the previous year. Where appropriate, a summary of earlier accomplishments is included, and most charts or tables report data from several years in order to show changes over time. (A discussion of our effort in the area of early childhood programs, which is not directly listed as one of the 17 goals, is included in the report on Goal 9.)

1. Revitalize the curriculum of the city's school system.

The pace of curriculum reform and the extent of involvement by Chelsea faculty have increased dramatically over the past year. Chelsea teachers have assumed an increasingly important role in curriculum reform. There are now 16 different committees, composed of principals, teachers and advisors from Boston University, that work at the pre-school, elementary, intermediate, and secondary levels in the areas of geography and history, English, science, mathematics, art, music, and foreign languages. There are also committees working on curricula for health, business, vocational, and physical education programs.

A strong curriculum, with extensive teacher involvement in its development, and training in its implementation, tie together two of the guiding principles of the Partnership: that subject matters of value be taught and that teachers be prepared to teach. Since the beginning of the Partnership, professors from the Boston University School of Education have worked closely with Chelsea teachers to foster a professional approach to a rigorous curriculum. We have emphasized that curriculum planning is a continuing obligation. Before the beginning of the Partnership, there was no system-wide curriculum; by the 1992-93 academic year, students at each grade level studied the same subject matter throughout the system.

In August, Boston University appointed Thomas Kingston, a nationally recognized scholar and a leading expert on curriculum and professional development, as a professor in the School of Education and College of Liberal Arts, with assignment to the Chelsea School Department, where he will serve as assistant superintendent for curriculum and instruction.

A review of the work of committees in several areas illustrates the continuing progress in curriculum development. The elementary and high school history/geography committees, for example, have developed a K-12 mission statement. A framework for all courses, from kindergarten through grade 12, has been designed, along with an outline of the sequence of courses, so that courses are consistent throughout the system and one course leads logically to the next.

The elementary literacy committee, under principals Paula Finkelstein and Barbara Stobbs, has worked closely with Dr. Lee Indrisano, a member of the Management Team and chairman of the Department of Developmental Studies at the Boston University School of Education, and Dr. Jeanne Paratore, director of the Intergenerational Literacy Project in Chelsea and an associate professor of education at the School of Education. Sub-committees to work on the curriculum for pre-kindergarten through grade 3 and grades 4 through 8 have been established, and the committee as a whole is formulating system-wide goals and teaching strategies and designing procedures for assessing student progress. Previously established objectives in the higher grades will be reassessed as revisions are accomplished at the lower grades. The high school English/language arts committee has been working to adjust courses within the core curriculum to meet the time requirements of the high school's trimester schedule; to determine writing proficiency expectations for each grade level; and to increase the practice of portfolio assessment, in which students' writing is collected and reviewed over a period of time.

The remarkable new elementary-level mathematics curriculum was produced under the leadership of math lead teachers Kathleen D'Angelo, Kristen Eastman, Janice Fields and Donna Matrinko, working with Claire Tosches, elementary math coordinator and principal of the Mary C. Burke School, and Superintendent John Gawrys, under the guidance of Dr. Suzanne H. Chapin of the School of Education. The curriculum begins with a statement of philosophy that

identifies what students should be taught. The math curriculum it defines combines breadth and depth and could serve as a model for any school system in America.

2. Establish programs for the professional development of school personnel and for the expansion of learning opportunities for parents.

In 1993-1994, 217 teachers, 66 percent of the Chelsea teaching staff, took courses or participated in workshops outside the system. Curriculum development has spawned a number of in-service programs that provide teachers with an opportunity to learn more about the subjects they teach and to improve their teaching skills.

With the assistance of scholarships, 28 Chelsea teachers and administrators took a total of 36 courses at the Boston University School of Education. The value of these scholarships was nearly \$40,000. (During the previous year, 22 teachers took 24 courses.) This brings the total of Chelsea staff who have received Boston University scholarships for graduate level courses in education to 71 over the past five years.

The Chelsea School Department reimburses 50 percent of tuition for teachers who take continuing education courses approved by the superintendent at area colleges and universities. Last year, 33 teachers took a total of 57 courses at 11 different schools.

A total of 152 teachers attended 114 professional conferences and workshops around the country and abroad. More than a dozen Chelsea teachers made presentations at conferences. The topics of these conferences ranged from curriculum and teaching to special needs and social issues.

Eight institutes were conducted in Chelsea this past summer, led by Chelsea teachers and administrators, faculty from Boston University and other colleges, and by consultants. Four math programs were offered for 63 teachers at different grade levels; two literacy programs were held, with 43 participants; a middle school-level science program was held for eight teachers; and a high school history/geography program was held for eight teachers. Numerous in-service programs were offered

during the school year. Seven half-day programs were offered throughout the year, and teachers were able to attend other workshops during release time.

Beginning in January 1994, training in literacy instruction was offered during released time so that teachers could attend two-hour-long seminars twice each month with Boston University specialists and Chelsea demonstration teachers. By June 1995, every teacher in grades K through 8 will be trained and will be using, with on-going support from demonstration teachers, the model for literacy instruction. Elementary math teachers participate in similar in-service training, and math and science teachers benefit from a \$272,000 federal grant that was awarded last fall to support the "Standards-Driven Reform Initiative." This grant supports not only training, both in the subject matter and in teaching methods, but also family involvement activities using materials that are available in English, Spanish, Vietnamese and Khmer.

As reported last year, Chelsea is the recipient of a five-year grant (awarded to only seven communities in the Commonwealth) that supports workshops for teachers on integrating bilingual, Chapter 1, and special education students into the education mainstream.

Paraprofessionals participated in all of the seven half-day in-service programs held this past year, attending workshops with the same classroom teachers with whom they work throughout the year. In January, paraprofessionals attended a workshop on health and safety issues.

Parents, too, are teachers, and through the Intergenerational Literacy Project, established by the Partnership, they can take a larger and more constructive role in their children's education. Parents learn English or learn to speak it more fluently or learn to read and write it. This past year, parents from 132 families and 13 different countries of origin participated in the Project. A total of 105 parents completed one or more of the four classes offered. Since the inception of the program, 595 parents have benefited from instruction in English. Classes are offered in the morning and evening, and day-care is provided at every session. Attendance and attrition rates are far better than the national averages for adult literacy programs: attendance was 72 percent (despite the severe weather this past winter), compared to 50 percent nationally, and attrition was 20 percent, compared to

60 percent nationally. Sixteen community agencies and organizations collaborated in planning programs, recruiting participants and evaluating activities. In addition, 38 tutors were trained who can help with this and other literacy programs.

The Boston University/Chelsea IBM Home Learning Centers Project enables family daycare providers to use computers and modems to communicate with one another and with educational and health professionals. The home providers, many of whom have children in the Chelsea public schools, are able to exchange information with advisors at Boston University's School of Education and Sargent College of Allied Health Professions, the Massachusetts General Hospital/Chelsea Memorial Health Center, Chelsea public schools, and other childcare agencies in the city. The Project's home teachers also attend training sessions on Saturday mornings, which are open to Chelsea teachers and parents. In 1993-1994 over 70 children were served by this program.

The Adult Basic Education Program, which offers day and evening classes, served 160 students. While many of the participants studied for the GED, others said that they wanted to be able to help their children with their school work.

3. Improve test scores of students in the school system.

Over the past five years, several standardized tests have been administered to Chelsea students, including the Scholastic Aptitude Test (SAT) for high school students; the Massachusetts Educational Assessment Program (MEAP), which is administered to children in grades 4, 8 and 12 every other year; the Comprehensive Test of Basic Skills (CTBS), which was administered to grades 1 through 8 from 1983 through 1992; and the California Achievement Test (CAT), which was first administered in 1993, for grades 2 through 9.

The MEAP, which measures mathematics, reading, science, and social studies learning, is scheduled to be administered next in November 1994. The most recent CAT was administered late in the spring of 1994; results will not be available until the fall.

An analysis of 1993 CAT results for students in math classes taught by teachers specially trained through the Classroom Centered Teacher Development

Mathematics Project (CCTDM), compared to students in classes taught by teachers without that training, shows encouraging results.

CAT: Comparison of Grades 4-6 Control and CCTDM Math Scores

<u>Grade 4</u>	Number in <u>Sample</u>	Math Concepts <u>Mean</u>	Math Computation <u>Mean</u>	Math Total <u>Mean</u>
CCTDM	86	4.1	4.4	4.2
Control	268	3.4	3.9	3.6
<u>Grade 5</u>	Number in <u>Sample</u>	Math Concepts <u>Mean</u>	Math Computation <u>Mean</u>	Math Total <u>Mean</u>
CCTDM	144	5.7	5.4	5.5
Control	103	4.9	5.2	5.1
<u>Grade 6</u>	Number in <u>Sample</u>	Math Concepts <u>Mean</u>	Math Computation <u>Mean</u>	Math Total <u>Mean</u>
CCTDM	27	7.5	7.9	7.7
Control	208	5.6	5.6	5.6

The CCTDM Project, which began in 1991, has a three-pronged approach: participating teachers attend workshops to increase knowledge and improve their teaching and assessment practices; through in-service sessions and a mentor system teachers learn how to implement new practices in their classrooms; and the teachers form partnerships among themselves in order to observe and advise each other on teaching, lesson planning, and self-assessment.

In the table above, spring 1993 CAT scores for students in grades 4, 5 and 6 are presented. Students taught by CCTDM-participating teachers are in the rows marked "CCTDM"; all others are in the "Control" rows. Three math score averages are

given for each group: concepts, computation and total. Scores are presented as grade equivalents; hence a typical fourth grader could be expected to score somewhere between 4.1 to 4.9; a higher or lower score represents a deficit or superiority in math training or ability. These scores show a definite trend, which is particularly noteworthy among grade 6 students. In all instances, the scores of the CCTDM students are above those of the control groups, and students in grade 6 performed a full grade level above their age and two grade levels above their counterparts in the control groups. This program will gradually be extended throughout the school system.

Scholastic Aptitude Test and Achievement Test:

In an effort to promote student achievement, we have encouraged seniors at Chelsea High School to take the SAT. As more students take the SAT, a decline in average scores might be anticipated. In Chelsea, however, the percentage of seniors taking the SAT has increased in each of the five years of the Partnership, and in each of the last three years, the average score has increased. This past year the average score increased by 10 points to 644. This is an admittedly modest combined score, but it represents significant improvement.

Scholastic Aptitude Test

Year	Senior Class Size	Number Taking Test	Percent Taking Test	Average Math Score	Average Verbal Score	Combined Average Score
1988-89	156	38	24%	369	295	664
1989-90	181	53	29%	388	304	692
1990-91	175	53	30%	380	318	698
1991-92	143	53	37%	356	264	620
1992-93	171	73	43%	347	287	634
1993-94	119	66	55%	368	276	644

The percentage of students taking the achievement test (ACH) remains small, but the average score this past year rose by 47 points, from 472 to 519.

Achievement Test

Year	Senior Class Size	Number Taking Test	Percent Taking Test	Average of All Scores
1988-89	156	6	4%	421
1989-90	181	16	9%	432
1990-91	175	13	7%	469
1991-92	143	9	6%	488
1992-93	171	10	6%	472
1993-94	119	6	5%	519

4. Decrease the dropout rate for students in the school system

Annual High School Drop-out Rate*:

	<u>1989-90</u>	<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>
	20%	13%	8%	8%	13%
<u>Grade</u>					
9	27.05%	16.74%	5.62%	9.66%	12.18%
10	25.64%	14.00%	12.08%	9.87%	17.18%
11	18.52%	12.00%	6.09%	5.55%	12.42%
12	6.63%	9.14%	4.73%	3.82%	12.21%

***Note:** The dropout percentages were calculated by comparing the number of dropouts over a single one-year period to the October 1 enrollment for that period.

We are concerned at the increase in the dropout rate this year. Albert Vasquez, newly appointed principal of Chelsea High School, has made it a top priority to investigate why this occurred, review current programs designed to reduce the dropout rate, and recommend needed changes. It is important to note that high rates of transition in and out of the school district have complicated the tracking of students. Better systems for tracking students are needed and are under development.

5. Increase the average daily student attendance rate for the school system.

Attendance Rates (comparing year prior to Partnership with past year)

	<u>1988-89 (%)</u>	<u>1993-94 (%)</u>	<u>Change</u>
District	89	90	+1
High School	82	78	-4
Williams	89	91	+2
South*		90	
North		92	
Main		91	
Annex**		91	
Shurtleff	92	93.5	+1.5
South		93	
North		94	
Prattville	93	93	even
Burke	91	91	even

*Includes Early Childhood Program classrooms located at high school

**The Williams Annex opened in 1992 as a 300-student school for grades 7 and 8. During this past year, the Williams and Shurtleff schools were divided into smaller schools, each with its own principal. In order to compare 1993-94 data to 1989-90 data, the attendance rates for each component elementary school have been averaged together to produce a number that corresponds to the 1989-90 school configuration.

6. Increase the number of high school graduates from the school system.

The numbers in the chart below depict the volatility of high school enrollment and graduation rates in an urban school district with a transient population. The

decrease in the number of graduates this past year results, in part, from the adoption of an open enrollment policy at Northeast Regional Vocational High School in 1990, the year that the Class of 1994 entered the high school as freshmen. Further, the city's financial failure in 1991 led to budget cuts by the city that resulted in the loss of 50 out of 302 teachers. Class size at the high school that year increased, in some instances up to 40 students, and that inevitably placed pressures on students, causing many to transfer out of the system or to drop out. (It is important to keep in mind that the chart below does not indicate how many students who transferred out of Chelsea have completed their secondary education elsewhere.)

<u>Graduating Class</u>	<u>Number of Graduating Students</u>
1989	133
1990	175
1991	156
1992	143
1993	171
1994	119

7. Increase the number of high school graduates from the school system that go on to attend four-year colleges.

Statistics on post-graduation activities are based on the self-reported plans of the graduating students, and are collected by the high school guidance department. Although this goal calls for increasing the number of graduates who go on to study at four-year colleges, it is important to note the post-secondary education plans of all students. Many of those who attend a two-year school will transfer to a four-year school.

Percentage of Class and Number of Students Going On to Post-Secondary Education

	<u>Percent of Class</u>	<u>4-Year College</u>	<u>2-Year College</u>	<u>Other Post-secondary</u>
1989	52.6%	28	35	7
1990	53.1%	40	35	18
1991	60.8%	46	30	19
1992	60.1%	35	43	8
1993	66.7%	53	44	17
1994	72.3%	41	39	6

Increase from 1989 to 1994: 37.5%

Boston University awards full, four-year scholarships to a select group of Chelsea High School graduates each year. Last year, six Chelsea students were attending Boston University on scholarship; the value of their awards for last year alone was \$104,340. Three additional Boston University scholarships were awarded this past June. The Guidance Department arranged visits to the high school by recruiters from 42 colleges and universities, as well as from representatives of the New England Association of Black Admissions Counselors. The Guidance Department also scheduled four field trips to colleges and college fairs.

8. Increase the number of job placements for graduates of the school system.

These data need to be viewed in the context of Goal 7; as the number of graduating seniors going on to post-secondary education increases, the percentage of graduating seniors who might seek work will decrease. Thus the most important measure for this goal is the number of seniors listed under "Other or Not Available." This figure, representing 5.9 percent of the senior class this year, shows that most seniors leave Chelsea High School with plans for their futures and a sense of direction in their lives.

Job Placements for Graduates of the School System

	<u>Work</u>	<u>Military</u>	<u>Other or Not Available</u>	<u>Percent "Other or Not Available"</u>
1989	36	6	20	15.0%
1990	38	1	43	24.5%
1991	41	9	11	7.1%
1992	34	8	5	3.5%
1993	46	4	8	4.6%
1994	22	4	7	5.9%

9. Develop a community school program through which before-school, after-school, and summer programs are offered to students in the school system and through which adult education classes for inhabitants of the city are offered.

This past year, more than 2,000 children and adults were served by before-school, after-school, summer and adult education programs. In addition, the Early Childhood Program continues to flourish.

The cornerstone of the Partnership's reform efforts, the Early Childhood Program was established so that children would start school prepared to learn. Through the School Department and other programs, 80 percent of Chelsea's three- and four-year-old children participate in high quality early childhood education programs.

The School Department's Early Childhood Program is set up so that no more than 15 children are in a classroom, each of which has one teacher and a teacher's aide. Parents may request a five-day per week extended-day program, operating from 7:30 a.m. to 6 p.m.; a four-day program in which children attend for a half-day, in the morning or afternoon; or the Home/School Partnership, in which children attend for a half-day twice a week, and each family can meet with the teacher once every two weeks. A total of 390 children, representing about 44 percent of all three- and four-year-old children in the city, were served through these three School Department programs. Parents of 60 children opted for the extended day program, 90 for the four day program, and 240 for the home/school program. Among the other children in that age group, 14 percent of the total were served by Head Start, 14

percent by private providers, and 8 percent by home providers, leaving about 20 percent who remained at home with a parent. Through the Access and Options program, the providers work together to train staff and share resources.

The Early Childhood Program operates during the summer, as well. This past summer, 145 children from pre-kindergarten age through grade 2 were enrolled in the extended-day program, and another 150 pre-kindergarten and kindergarten children were in the summer camp program that operated from 8:30 a.m. to 12:30 p.m. each day.

In other areas, an expanded array of after-school programs was made available at every school in Chelsea beginning this past January. For the first time the programs were coordinated city-wide by the School Department. Many of the programs, such as "Mathimagination" and "Friends from Literature," were designed to complement changes in the curriculum. Other after-school programs, such as arts and crafts, dance, and music, enriched students' lives.

This past year, a total of 1,444 children participated in after-school programs. Because the after-school programs are funded through the School Department, the fee for participation in the programs is minimal, only \$3 per child. This fee helps to defray the cost of supplies and materials. The fee is, however, waived for those parents who are unable to pay. By providing such wide access to after-school programs, the Chelsea School Department is enhancing the education of children, while keeping them off the streets, safe, and out of trouble.

The Computer Partners course was offered at the Prattville School to allow parents and children to learn about computers together. Twenty-four children became partners with their parents in completing math, reading, and word processing programs on the school's IBM computers.

In July 1993, the Chelsea School Department offered a literacy summer camp at the Prattville School. Approximately 100 students in grades 1 through 6 spent four weeks developing reading, writing, listening, and speaking skills. Also in 1993, a math summer camp open to all Chelsea public school students in grades 2 through 6 was held at the Mary C. Burke School. Approximately 65 students worked with hands-on learning tools to explore and cooperatively solve problems.

Even more summer camps were held in 1994, including the Sheltered English Summer Program for students with limited English proficiency, Project AHEAD for students who are identified as at-risk for dropping out of school, and the Sci-Tech Exploration program for science learning.

At the Shurtleff North School, 150 first and second graders participated in a program designed to encourage children to read and write at home as well as at school. Students took home a stuffed animal or doll (called a "back-pack buddy"), a book and a writing journal. They read a story with a family member and the "back-pack buddy," and recorded their activities in the journal. Students read their journal entries to the class the following day.

The Adult Basic Education Program offered daytime and evening classes this past year, providing services to 160 adult learners.

10. Identify and encourage the utilization of community resources.

To use community resources effectively requires the continuing cooperation of all the community-based and city agencies that serve school children and their parents. It requires, too, the involvement of representatives of these groups in the schools and the cultivation of relationships between the School Department and parents and other Chelsea residents.

Last summer, Boston University created and funded the position of Director of Community and Parent Relations. Jennifer Puccetti, a former Peace Corps volunteer who is fluent in English and Spanish, was hired to fill the position. She has been instrumental in seeking the views of many people of different backgrounds, as well as representing the goals and plans of the Partnership within the community.

In the fall of 1993 the Partnership adopted the recommendation of School Committee member Morris Seigal to publish a newsletter with information on the Partnership and school activities. *Our Schools*, which began publication last fall with a special edition that served as a report to the community on the progress of the Partnership, is available in English, Spanish, Vietnamese and Khmer. This

spring *Our Schools* was recognized with a national Bellringer Award for excellence in community relations.

The Chelsea Education Advisory Council was re-established this past year. This group was formed to serve as an advisory body for the Management Team, the School Committee and the superintendent on various issues relating to education reform and the operation of the School Department. Currently, it includes 17 members who meet monthly with representatives of the school system. Among the Council's major goals is to increase the involvement of parents in education and to make parents more aware of important school-related issues.

The Parent Information Center (PIC), established four years ago, serves as a vital link between the school system and parents. The Center manages school registration and school assignments under the city's minority balance plan. Staff of the PIC advise parents on their options, and operate the registration process in conjunction with school staff, volunteers, and a bilingual school nurse. Translation services are offered to families in which parents do not speak English or have a limited command of English.

The School Building Advisory Committee (SBAC) was formed by the Receiver this past year to offer advice on the school site selection and design process. A group of 17 residents worked with the superintendent, School Department staff, the Office of the Receiver, and members of the Management Team.

Gang and drug prevention efforts were supported by the Chelsea Police Department and other agencies. The GREAT (Gang Resistance Education And Training) program was presented to all seventh grade students by two Chelsea police officers who attended national training sessions conducted by the Bureau of Alcohol, Tobacco and Firearms with funding assistance from Boston University. The DARE (Drug Abuse Resistance and Education) program was brought to all fifth grade students by a Chelsea police officer and a Suffolk County deputy sheriff. A task force of teachers has been working with the Police Department to develop a curriculum for very young children on violence and substance abuse prevention. The director of the Drug-Free School Program met monthly with police and other community agencies on gang-related issues and coordinated monthly meetings of the superintendent, principals and the police chief. The Chelsea Substance Abuse

Clinic provided two bilingual counselors to work with School Department staff and to provide prevention and intervention services to students who were referred to the clinic by teachers, counselors, other staff and parents.

The Boston University/Chelsea Dental Screening Program provides screening and referral services to children in grades 1, 3, 5, 7, and 8, and all children in the Early Childhood Program. Out of a total of 1,427 students in this group, 1,262 children, or 88.4 percent, were screened. In addition, the dental program provided the services of a dental hygienist to the high school for two hours each week. The dental program staff provided screening results to parents and, when appropriate, made referrals to local dentists for those students in need of services. In a number of cases, program staff arranged for reduced fees from local dentists, or arranged for free services at the Boston University Goldman School of Graduate Dentistry's pediatric dental clinic.

The Chelsea High School Student Health Center is a collaborative effort of the Partnership and the Massachusetts General Hospital/Chelsea Memorial Health Center. The Student Health Center has been enthusiastically received by students and their families, and this past year recorded its largest volume of visits in its four-year history, 4,825. Services added included physicals and physical therapy for all participants in interscholastic sports. The Massachusetts Department of Public Health provided the Center with a grant of \$52,000, funded through an increase in the tobacco tax, for the second half of the last fiscal year. The grant is renewable for five years.

11. Establish programs that link the home to the school system.

Several programs were established to allow students to take classroom resources home with them. As already mentioned, in the "Back-Pack Buddy Program," students take home a stuffed animal or stuffed doll, a book and a writing journal. The assignment is to read a story with a family member and the "back-pack buddy" and to record the activities in the journal. The student reads the journal entry to the class the next day.

In October 1993, another back-pack program, a school/home mathematics program, was established. After several classroom math lessons, fourth grade

students at the Mary C. Burke were allowed to take home mathematics manipulatives, or learning aids, such as blocks or plastic tangrams. The students are then able to complete math lessons at home using the manipulatives.

The IBM Home Learning Centers Project provides high quality pre-school education to children who are not being served by the public schools. Through the use of modems, family daycare providers can communicate with one another and with educational and health professionals, exchanging ideas or planning activities via an electronic network. The Project was acknowledged by FARNET, a non-profit network computing association, as the most innovative use of the Internet in Massachusetts.

Other programs, such as the Intergenerational Literacy Project, help parents to become better prepared to help their children learn. Adult education programs enable parents to pursue basic education and earn a general education diploma (GED). At the high school, parents participate in the Dreams and Plans Program, which is designed to reduce truancy and dropout problems. Also, health initiatives often involve the family; for example, reports of dental screenings are shared with parents.

12. Decrease teacher absenteeism in the school system.

The teacher attendance figure for the fifth year was essentially unchanged -- 94.78 compared to 94.86 the previous year.

Teacher Average Daily Attendance:

<u>1989-90</u>	<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>
95.47	95.78	93.81	94.86	94.78

A comparison to other school systems shows that teacher attendance rates in Chelsea are close to the averages in many of the surrounding communities; Everett, for example, posted a rate of 96.1 the previous year. (It should be noted that comparisons are difficult; many school systems do not report teacher attendance rates, and methodologies for computing rates vary from system to system.) Improved compensation, opportunities for continuing education and training, and

greater involvement in curriculum reform all should continue to raise teacher morale, and attendance as well.

13. Improve the financial management of the school system and expand the range of operating funds available to the school system.

The University has improved the financial management of the Chelsea schools each year. During the first year of the Partnership, personal computers were used to convert the manual budget to an electronic format. In succeeding years, business and computer systems were purchased and installed, providing schools with on-line access to the budget office. During the last two years, the School Department has implemented a budgeting system that provides detailed budget information for every program. The School Department now has a professional business manager who has in turn recruited a professional accounting staff. In addition, each staff member has a personal computer which is connected on-line to the central system capable of performing extensive financial analysis; the staff can also communicate by electronic mail throughout the central office at City Hall.

During the past year, the School Department installed a new payroll system that improves internal control and eliminates most paper. This new system can provide detailed payroll-related information, such as vacation time, leaves of absence, sick leave, and other relevant data. In addition, a budget booklet is published, which includes spending plans for each school and summarizes revenue estimates, enrollment projections, and funding priorities. Summary documents are translated into Spanish.

To support the issuance of bonds for the construction of the new schools, the business office has prepared a projected operation and maintenance budget for FY 1997 and has developed a five-year revenue and expense projection. The University played a major role in marshaling state support for the new schools now under construction in Chelsea, and it provided \$140,000 to cover the cost of planning and preliminary designs. The Massachusetts Department of Education will provide 95 percent of the funds needed to build the new schools, which will cost an estimated \$113 million. Chelsea's share of the cost will be approximately \$5.6 million, spread over 20 years and financed through a city bond issue.

Boston University continues to make substantial monetary and in-kind contributions to the Chelsea public schools, which totaled \$1,036,628 last year. Additional expenditures of \$841,118 were made possible last year by A Different September Foundation, which was established, and is fully supported, by Boston University to seek philanthropic and foundation gifts and grants for the Chelsea public schools. Since the inception of the Partnership in 1989 Boston University has provided \$4,610,190 in support of Chelsea schools. Donations and grants raised by the University and A Different September Foundation since 1989 total almost \$7 million.

14. Increase salaries and benefits for all staff, including raising the teacher salary average to make it competitive with the statewide average.

Considerable progress has been made in closing the gap between teacher salaries in Chelsea and the statewide average. At the outset of the Partnership in 1989, the average teacher salary in Chelsea was 33 percent below the statewide average; in 1992-1993, it was only 16 percent below the statewide average. (The statewide average for 1993-1994 was not yet available when this report was submitted.) For teachers who were already working in Chelsea in 1989, the gap has been almost eliminated. The average salary for these teachers has risen 42 percent, while the average teacher salary statewide rose just 12 percent. Such Chelsea teachers earned an average of \$38,023 in 1993-1994. The average salary for a teacher statewide for 1993-1994 is not yet available, but in 1992-1993 the statewide average was \$38,744 and knowledgeable observers believe that the average rose only slightly, if at all, this past academic year.

Currently 40 percent of Chelsea teachers have fewer than five years of service, an unusually large percentage for a school system. This places many teachers at the lower end of the pay scale, making it difficult to draw meaningful comparisons of average salaries with other communities. Clearly, though, significant progress has been made. At the outset of the Partnership, starting salaries for teachers in Chelsea were 16 percent below the average for the surrounding communities. Since then, that average has increased by 16.45 percent, while the average starting salary in Chelsea has increased by 44 percent since 1989.

To attract and retain new teachers in the Chelsea school system, the School Department has agreed to pay first-year teachers at the second step of the salary schedule. In 1994-1995, then, the starting salary for teachers with bachelor's degree will be \$23,990. As an added incentive, new teachers also are eligible to earn performance-based bonuses of up to 4 percent.

Much of the improvement in teacher pay has come through contract agreements that were reached with the Chelsea Teachers' Union, first in 1990 and again in 1993. These agreements provide teachers with an opportunity to earn increases of up to 4 percent, based on performance, in each of the three years of the contract. In the most recent agreement, these increases were added to the base salary in the first year and are to be awarded as lump-sum payments in the second and third years. The most recent agreement also includes a 2.5 percent across-the-board increase for the second year of the contract and a 3 percent across-the-board increase for the third year. In addition, teachers on the maximum step received a \$300 increase in their base pay during the second year of the contract.

The most recent teachers' contract contains several innovations that will benefit both students and teachers:

- (1) Elementary school teachers for the first time are provided with the equivalent of 3.5 planning/ preparation periods per week. While the regular classroom teachers are free to plan and prepare for classes, students now are able to benefit from instruction provided by recently hired specialists in art, music, computers and physical education, areas that were cut in 1991 because of the financial collapse of the city.
- (2) The elementary school teachers' work day and the student instructional day were increased by 20 minutes during the first year of the contract and an additional 10 minutes during the second year for a total of 30 minutes. Students now receive the equivalent of two and one-half hours per week, or 15 days per year, of additional classroom instruction.
- (3) All new teachers will be required to attend a three-day orientation program as a condition of employment.

Agreements also have been reached with administrators to improve their compensation and recognize their increased responsibilities. As a result of the Education Reform Act, principals now are exempt from collective bargaining and are responsible for the hiring and firing of all staff, subject to the approval of the superintendent. To meet increased management needs within the schools, the work year for all principals has been extended by an additional three weeks. Salary increases have been negotiated with every principal, averaging 22 percent, to compensate them for additional time and responsibilities. At the time this report was being submitted, negotiations were ongoing with the assistant principals, directors, and coordinators in Chelsea who are still represented by the Chelsea Administrators Association.

Three-year agreements have been reached with Chelsea School Department clerical employees, paraprofessionals and custodians, providing modest increases in salaries, which will help them reach parity with their counterparts in surrounding communities. Each agreement provides a performance evaluation mechanism, and employees who receive satisfactory ratings on the evaluation will move to the next pay level.

All agreements have been negotiated by representatives of the Management Team and the School Department working with labor specialists from Boston University.

15. Construct effective recruiting, hiring, and retention procedures for all staff members.

The contract negotiated in 1993 by the School Department and the Chelsea Teachers' Union, along with agreements and measures taken to augment salaries of other groups, will strengthen recruitment and retention efforts for professional and support staff. (See Goal 14.)

Successful recruitment and retention also requires effective and consistent personnel policies and procedures. The hiring of Angie Rodriguez-Diaz, M.S.W., as personnel director this past year is a major step forward. She has drafted a new affirmative action plan and a set of personnel policies covering basic issues such as selection and hiring procedures, leave time, and disciplinary procedures.

Recruiting efforts included national and local advertising, professional networking, recruiting trips, and other forms of outreach. Screening committees were formed, comprising School Department staff, Management Team members and community representatives, to offer advice on candidates for several key positions, including director of Transitional Bilingual Education (TBE), director of technology, and the high school principal. The candidates chosen for these positions, Ramon Bucheli, Miguel Andreottola, and Albert Vasquez, respectively, are fluent in English and Spanish, as is Personnel Director Rodriguez-Diaz. Other key personnel hired this past year include: Elliot Tocci as principal of Shurtleff South; Barbara Stobbs as principal of Williams South; Mary Raimo as principal of Shurtleff North; Carol Murphy as principal of Williams North; and David Thomas as assistant to the superintendent for early childhood.

Over the past year, 64 new teachers were hired to fill vacancies and newly established (or re-established) specialists positions.

16. Establish student assessment designs and procedures that are of assistance in monitoring programs and that act as incentives for staff members in each school.

Specific learning objectives in the new curriculum provide a standard by which teachers and administrators can assess program effectiveness and individual student progress. Continual monitoring of results will ensure that the curriculum and instruction are effective.

Various tests are used to evaluate the effectiveness of curricula and teaching methods. Some tests enable teachers to compare how well Chelsea students are doing with students in other communities and the nation in general. Other tests enable teachers to determine how well students are mastering the locally developed curriculum.

During the past year, the elementary math curriculum committee piloted a number of assessment instruments developed by teachers to measure the effectiveness of the new curriculum. As a result of that effort, the curriculum was modified, with plans to reassess and further modify it based on measurements of student progress in grades K through 6 during the 1994-95 school year.

The elementary literacy curriculum committee has completed its curriculum for grades K through 8 and, in 1994-95, will focus on the development of performance-based assessment strategies. Other curriculum committees, as they complete the development of the course sequences and instructional objectives for their subject areas, will address the issue of student assessment during the next school year. A major focus of professional staff development during the 1994-95 school year will be student and curriculum assessment and how such assessment can be used to improve the curriculum and teaching methods.

Each building principal, as instructional leader for that school, will gather and analyze assessment data to determine how much the students are learning in each of the core curriculum areas. This will be extended to other subject areas as well. The principals will share their findings with their staffs and with them make adjustments, as appropriate, to the curriculum and in response to individual student needs.

17. Seek to expand and modernize physical facilities in the school system.

On June 26, 1994, the city of Chelsea finally broke ground for three new school buildings that will house a high school, two middle schools, and four elementary schools. The new school buildings, which have been designed to be adaptable to the changing needs of educators, children and families for years to come, are expected to be completed by September 1996 and will serve more than 4,300 children. The new buildings will provide greatly expanded facilities for programs, such as art, music, computer training, occupational education and physical education.

The replacement of virtually all existing school facilities with new buildings and the remodeling of the Shurtleff School as an Early Childhood Center represents a significant step forward for Chelsea both educationally and as a symbol of the city's emergence from its 1991 financial collapse. It is perhaps the most visible outward sign of the revitalization of the city's educational system, and it provides a major economic stimulus to the city during the construction and thereafter by helping to attract new business and new residents.

The acute need for new schools has long been apparent. The newest school building in Chelsea was built in 1909, and the majority of school facilities were built

in the 19th Century. Many of the existing schools have wet basements, unsafe radiators, leaking roofs, inadequate plumbing, collapsed fire walls, and no auxiliary lighting. In addition, most schools lack music and art rooms, laboratories and gymnasiums. Some school buildings have no libraries and antiquated, unreliable boilers.

The Massachusetts Department of Education will provide up to 95 percent of the \$113 million needed for the new buildings. Chelsea's cost will be approximately \$5.6 million over 20 years, a fraction of cost the city would incur within the next few years if it sought to repair its antiquated school buildings. Before the Partnership, Chelsea was the only community in Massachusetts not to have taken advantage of the state funding available for new school construction.

Since the inception of the Partnership, the planning and construction of new school buildings has been a major priority. The Boston University Management Team served as a catalyst in making the new schools a reality, devising a plan to obtain state funding and actively participating in the design process to ensure that the new schools will meet the future needs of the city. Members of the Management Team worked with Chelsea residents and elected officials, the School Building Advisory Committee, the Office of the Receiver, the superintendent, and architects to select sites and design plans for the new schools. Dozens of public meetings were held to solicit community input and ensure that the new schools would serve the needs of the entire community. Initial design costs, totaling \$140,000, were borne by Boston University.

The high school will be located at the Chelsea Memorial Stadium/Carter Park site, the two middle schools will be constructed at the site of the existing Williams School, and the elementary schools complex will be built at Merrit Park. In addition to the new school buildings, the existing Shurtleff School will be renovated to accommodate pre-kindergarten and kindergarten classes.

The elementary campus will house four schools, each with approximately 550 students in grades 1 through 5. Each of the four schools will have its own principal, faculty, and support staff and will have modern, well-equipped classrooms. The four schools will be grouped into pairs, each of which will share a library/media center, a health suite, gymnasium, and a cafeteria/auditorium. The four schools

will share a core kitchen, loading area and mechanical facilities. Each school will have an elevator, and programs will be accessible to the disabled.

The two new middle schools, which will be administratively separate, will house a total of 1,100 students in grades 6 through 8. The construction of the new middle schools will begin while the existing Williams School remains in operation. Thus, construction will take place in two stages. During the first stage, a four-story classroom structure will be built, and will include a cafeteria and library. After the existing Williams School is demolished, construction on the second building, which will include a gymnasium, space for support staff, and a community/band room, will begin.

The new state-of-the-art high school, to be built on a 15-acre site, will serve 1,000 students. High school students will be able to enroll in academic and vocational classes. In the latter they will learn about work in emerging and mature industries in the areas of technology and communications, transportation and commerce, business and management, with the opportunity to develop and apply their skills in pre-professional internships. The high school will have alternative programs for students who are not succeeding within the standard high school curriculum. Advanced laboratories, art studios and music rooms will offer students enhanced learning opportunities. The high school building will also include a child-care center and the city's first community-wide auditorium. Athletic facilities will feature a multi-station gymnasium with facilities for basketball, volleyball, indoor soccer, weightlifting and aerobics.

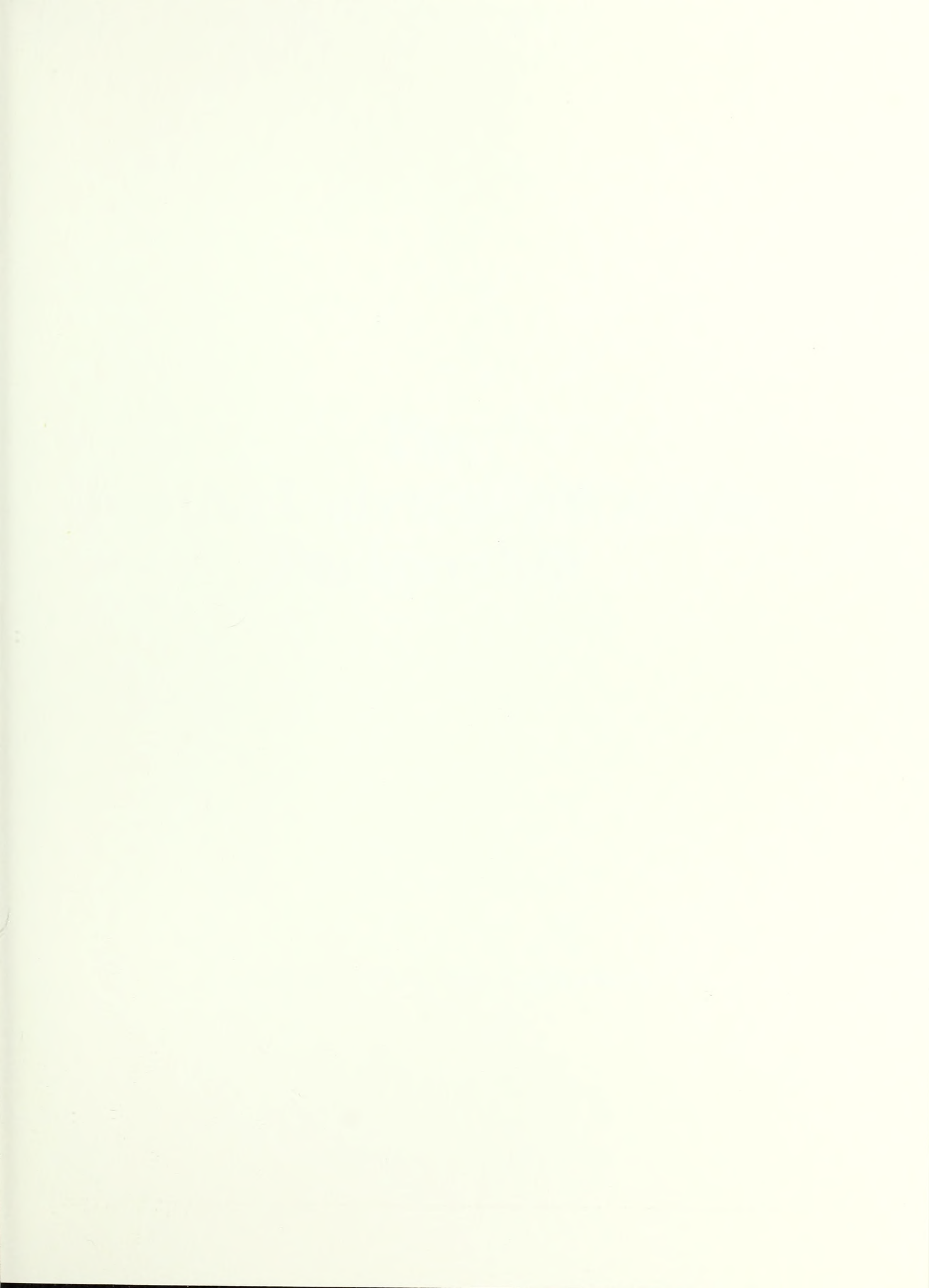
The new schools will also serve as community centers where citizens can come together for recreation and meetings. Gymnasiums, basketball courts, baseball fields, and an auditorium will all be available year-round for community use. Every resident of Chelsea will be able to use and enjoy the new schools for many years to come.

V. CONCLUSION

During the fifth year of the Boston University/Chelsea Partnership, we have seen an increase in the involvement of Chelsea's teachers in such areas as curriculum reform and professional development, and we have brought teacher salaries considerably closer to parity with statewide levels. More and more parents and other members of the community have participated in public meetings and served on committees established to advance the work of the Partnership. Perhaps the most visible achievement of the past year has been the start of construction on new schools, thanks to the tireless efforts of the community's legislators and other leaders, the Boston University administration, the Receiver, the superintendent, and the financial support of the Massachusetts Department of Education's Division of Governance, Environment and Support Services.

We are proud of what the Boston University/Chelsea Partnership has achieved thus far, and we are confident that we have built a solid foundation for even more success in the years to come.

We have passed the midpoint in this reform effort, and during this coming year we will take stock of what must be done in the time remaining for the Partnership to fully achieve its objectives. Our ultimate goal is to provide both a reformed school system for the city of Chelsea and a model for school reform for school systems throughout the nation. We are grateful to all who have helped thus far, and we look forward to the next few years with eager anticipation.



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The Boston University/Chelsea Partnership

Fourth Report to the Legislature

September 1, 1995

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This document is the fourth report of the Boston University/Chelsea Partnership as required by the enabling legislation (Massachusetts General Laws of 1989, Chapter 133, Section 13) that authorized the formation of the Partnership. A report is required annually beginning September 1, 1992 and hereafter through the completion of the Partnership.



Together to help the children

From the Chairman of the Management Team

It has been my honor to serve as a member of the Boston University Management Team since the inception of the Partnership. At no time have I been as optimistic about the Chelsea schools than I am as we enter the final three years of the Partnership.

The Boston University/Chelsea Partnership has built an excellent early childhood program. Substantial progress has been made in implementing a new curriculum. Teacher salaries have increased. We continue to expand an already active professional development program. The new schools that are being constructed will replace the entire school plant with modern facilities.

I remain confident that the partnership between Boston University and the City of Chelsea will continue to meet its goals and expectations and that it will provide a model for similar partnerships.

Yours sincerely,

A handwritten signature in cursive script, reading "Paul Clemente".

Paul Clemente
Chairman, Management Team

I. THE BOSTON UNIVERSITY/CHELSEA PARTNERSHIP: 1994-95 HIGHLIGHTS

This is the fourth report to the Massachusetts Legislature on the accomplishments of the Boston University/Chelsea Partnership.

This report presents both an overview of the Partnership and a detailed description of the major achievements of the past year. Among the year's highlights are:

Curriculum development: Under the direction of Thomas Kingston, Assistant Superintendent for Curriculum and Instruction, and the Chelsea principals, curriculum committees have continued to write comprehensive curricula for mathematics, literacy, and other subjects. Most significantly, in the elementary grades there are now in place complete, detailed curricula in both mathematics and literacy. These define material of enduring value that is to be taught, set standards of progress and achievement, and suggest teaching methods to teachers. In the 1994 Legislative report, the effectiveness of a pioneering mathematics curriculum was described and confirmed with test data. This year, a pilot assessment indicates that curriculum reform in literacy at the elementary grades is producing encouraging results in student achievement. Curriculum reform, supported by extensive staff development, continues at all levels of the Chelsea system.

New Schools: In June of 1994 ground was broken for new school buildings. These include a high school, two middle schools, and four elementary schools. In addition, one of the existing school buildings is being extensively renovated to house an early childhood center. Work on all elements of the project continues on schedule and on budget.

Professional Development: Chelsea teachers and principals have continued to take advantage of extensive professional development opportunities. Boston University and the Chelsea School Department are committed to the idea that successful and effective staff development requires frequent opportunities for teachers and administrators to learn as well as regular follow-up so that material conveyed during in-service sessions is applied in the classroom. In the 1994-1995 academic year 25 teachers took a total of 28 courses at Boston University on scholarships provided by the University. A total of 228 teachers attended 151 conferences and workshops around the country and abroad. Most

recently, teachers and principals attended a week-long workshop on character education at Boston University. Speakers included Boston University faculty members Kevin Ryan, Stephan Ellenwood, and Charles Glenn, as well as President John Silber and Dean of the School of Education, Edwin Delattre.

Test Scores: A pilot assessment of 598 Title I -eligible elementary school students showed that majorities of tested first, second, and third graders were reading fluently and with high comprehension, material appropriate to their grade levels. For example, 80 percent of third grade Title I students were reading at grade level with no assistance from a teacher or aide. The Chelsea schools qualify for Title I federal support based on percentages of students eligible for free or reduced-price lunches. District-wide eligibility for Title I funds is an indicator of significant poverty in a community. Although it might be thought that most students will read at grade level, it is often not the case--particularly in poor urban areas. That many Chelsea students designated as eligible for Title I benefits are now reading at grade level is an important sign of educational progress, particularly when the testing instrument has provided for detailed individual assessments of students according to consistent criteria. The combined average SAT score at Chelsea High School increased by 78 points while the number of students taking the test was 58 compared with 66 in 1994. Updated scores from the mathematics program described in the 1994 Legislative Report will not be available until later in the fall.

Financial Administration: For the seventh straight year the Chelsea School Department completed the school year with a balanced budget. The business manager, Gerald McCue, has worked closely with Management Team members possessing extensive financial expertise to ensure that budgetary controls are tight and resources used in accordance with the policies of the superintendent and principals. The School Department begins the 1995-1996 academic year with all senior administrative positions filled with experienced, qualified individuals.

II. THE BOSTON UNIVERSITY/CHELSEA PARTNERSHIP: AN OVERVIEW

The Boston University/Chelsea Partnership is an effort to rebuild an entire school system. The Partnership is also intended to serve as a model for urban education reform.

Chelsea is a small and densely populated city of 1.8 square miles and 28,710 residents located northeast of Boston. It has long been a community of immigrants. Once a flourishing suburb with one of the finest school systems in the country, in recent decades Chelsea was beset with poverty and crime, a declining tax base, and a corrupt and ineffective city government. The School Department suffered from chronic underfunding. In September 1991 the fiscal collapse of the city prompted the Commonwealth to place it in receivership. Today, Chelsea is proceeding toward fiscal and political stability with a new city charter and a newly-elected City Council. The receivership concluded in the summer of 1995 with the naming of a city manager, Guy Santagate.

Official census figures may significantly understate the city's population, omitting perhaps 10,000 or more unreported immigrants. According to these figures, 59 percent of the population is white, 31 percent is Hispanic, 5 percent is Asian-American and 5 percent is African-American. However, eighty percent of the students in the school system come from minority groups: 63 percent are Hispanic, 10 percent are Asian-American and 7 percent are African-American. This past year almost 22 percent of Chelsea students were identified as having limited English proficiency. One telling measure of the city's poverty is that 81.5 percent of all Chelsea students are eligible for free or reduced-price lunches. A chronic educational challenge for the school system is high rates of transiency that limit the time a student may spend in district and therefore take full advantage of reforms that have been instituted. For example, in the 1994-1995 school year, Chelsea High School enrolled more than 350 new students (from out of district) in grades 9-12 while in the same year some 350 students transferred out of the high school. The district also confronts the challenge of rapidly increasing enrollments. Since the inception of the Partnership enrollment has grown from 3,560 to 4,575. As of the writing of this report numbers for fall 1995 were not finalized, but projections indicated that enrollment would rise to at least 4,900.

During the 1980s, facing manifold and overwhelming problems, the mayor and the Chelsea School Committee turned to Boston University for assistance. The University conducted a study of the school system and, in 1988, issued a report to the Committee recommending that Chelsea engage an independent agent to run its schools. This independent manager would, over roughly a decade, have time to make needed changes and to nurture habits of effective and responsible school management. An independent manager would be free from some of the constraints — particularly political pressure — that had hampered Chelsea administrators and elected officials in the past. This agent would be in a position to develop and implement an effective and educationally responsible curriculum, revitalize the collective bargaining system, institute a new administrative structure, improve the management of the schools, and seek outside resources to supplement the already strained school budget.

The School Committee invited Boston University to serve as that agent. The School Committee and the Board of Aldermen, with the concurrence of the mayor, passed measures inviting the University to join in a formal partnership, and in June 1989 the Commonwealth passed legislation to make this possible.

Boston University established a Management Team, composed of senior administrators and faculty members from the University who offer their time and expertise to the management of the reform efforts in Chelsea. The Team engages a full-time superintendent to carry out the day-to-day management of the school system. The Management Team holds public meetings at least once each month during the school year. A member of the Chelsea School Committee participates in the meetings as the School Committee's delegate. An innovation at these meetings, introduced by the Management Team from the outset of the Partnership, is the opportunity for members of the public to raise any school - related issue, during a public session, whether that issue is on the agenda or not.

Under the 1989 agreement between the City of Chelsea and Boston University, elected officials delegated the authority granted to them by the city charter to the University-appointed Management Team through June 1998. The School Committee retained the right to review all actions of the Management Team. By a two-thirds vote, it can override any action of the Management Team except for personnel decisions; and it can, by a simple majority, terminate the Partnership. Further, the governor established

an oversight panel for the purpose of monitoring the University's compliance with laws governing the management of public school systems.

One of the key objectives of the Partnership is to involve parents in their children's education and to cultivate a strong sense of responsibility among all of Chelsea's residents for the quality of their schools. The Partnership seeks to make effective use of the resources of the community and to work with all segments of the community.

The guiding principles of the Partnership are simple: children must be ready to learn, teachers must be ready to teach, and subject matter of enduring value to the students and the larger society must be taught. These three principles underlie the reforms that have been undertaken in Chelsea.

The first principle — that children must be ready to learn — is the cornerstone of any successful school system. Children from poor families and families in which English is not spoken often begin school unprepared to learn. That is why the Boston University plan that was accepted by the Chelsea School Committee placed the highest priority on early childhood education. Without such a program, Chelsea school children would always be playing catch-up, and teachers would always be engaged in remedial education. The Early Childhood Education Program established by the Partnership is the foundation on which all the other reforms must ultimately rest.

The second principle — that teachers should be ready to teach — acknowledges that teachers are members of a learned profession and have responsibilities to their profession. Teachers must be masters of their subject matter and of the art of teaching. They must be given the necessary tools, including up-to-date textbooks, teaching materials and curricula, and a safe and stimulating environment in which to work. Their efforts should be supported by a well-run school system, and their professional accomplishments should be recognized and appropriately rewarded.

The third principle — that subject matter of enduring value must be taught — is equally important. Children must learn to read well and to write and speak fluently and correctly. They must acquire an understanding of mathematical reasoning and learn to do mathematical calculations. Children should learn the methods of scientific inquiry and the important truths such methods have yielded. Children should become familiar

with the history of our society and the great achievements of our common culture. And they should develop an understanding and appreciation of the ideals of responsible public and private life.

III. BOSTON UNIVERSITY/CHELSEA PARTNERSHIP GOALS

The 1989 enabling legislation identified 17 long-term goals for the Partnership. These goals correspond to the major problems that the Boston University study identified in Chelsea and constitute standards against which progress can be measured over the course of the Partnership.

The seventeen goals are:

1. Revitalize the curriculum of the city's school system.
2. Establish programs for the professional development of school personnel and for the expansion of learning opportunities for parents.
3. Improve test scores of students in the school system.
4. Decrease the dropout rate for students in the school system.
5. Increase the average daily student attendance rate for the school system.
6. Increase the number of high school graduates from the school system.
7. Increase the number of high school graduates from the school system that go on to attend four-year colleges.
8. Increase the number of job placements for graduates of the school system.
9. Develop a community school program through which before-school, after-school, and summer programs are offered to students in the school system and through which adult education classes for inhabitants of the city are offered.
10. Identify and encourage the utilization of community resources.
11. Establish programs that link the home to the school system.
12. Decrease teacher absenteeism in the school system.
13. Improve the financial management of the school system and expand the range of operating funds available to the school system.
14. Increase salaries and benefits for all staff, including raising the teacher salary average to make it competitive with the statewide average.

15. Construct effective recruiting, hiring, and retention procedures for all staff members.
16. Establish student assessment designs and procedures that are of assistance in monitoring programs and that act as incentives for staff members in each school.
17. Seek to expand and modernize physical facilities in the school system.

IV. PARTNERSHIP PROGRESS IN 1994-95

To measure the progress of the Partnership, the Management Team annually reviews the efforts undertaken to meet each of the 17 goals listed in the 1989 enabling legislation.

The first report to the Legislature described the first three years of the Partnership in considerable detail. Subsequent reports have focused on what has been accomplished or initiated during the preceding year. Where appropriate, a summary of earlier accomplishments is included and most charts or tables report data from several years in order to show changes over time. (A discussion of our effort in the area of early childhood programs, which is not directly listed as one of the 17 goals, is included in the report on Goal 9.)

1. Revitalize the curriculum of the city's school system.

Substantive curricular reform has occurred and continues at virtually every grade level. Sixteen curriculum committees, organized by discipline and led by Chelsea principals and lead teachers, continue to define coherent teaching objectives. These working groups develop and refine teaching methods that are recommended to teachers and work to meet the needs of special students as well as students whose primary language is other than English. The chairmen of curriculum committees now meet as a district-wide oversight body. In the spring of 1996 the School Department will publish a comprehensive curriculum which is the result of the work of curriculum committees. The guide will define for students, parents, teachers and administrators, and all Chelsea residents, the goals, course content, and academic standards of the Chelsea public schools.

The heart of any school's curriculum lies in its literacy and numeracy programs. A philosophically consistent developmental reading and writing program for Chelsea children now extends from the early childhood program through grade 12 and is also articulated with adult education programs. The elementary literacy committee, chaired by principals Barbara Stobbs and Paula Finklestein and advised by Boston University faculty members Lee Indrisano and Jeanne Paratore, has established goals, benchmarks, and initial assessment instruments through grade 6. Seventh and eighth grade teachers, and English teachers from Chelsea High School under the leadership of lead teacher

Paul Renzi, have been working with Dr. Susan Pasquarelli to continue the developmental writing program and, at the high school, to implement a four-year portfolio assessment program.

The elementary mathematics curriculum completed last year has been implemented through the district's purchase of the Mimosa mathematics textbooks for kindergarten through second grade. The program advances math instruction through the use of real tasks, manipulables, and a variety of modes of inquiry. Teachers have studied on a regular, scheduled basis with Boston University professor Suzanne Chapin and have received in-class support from lead teachers Kathleen D'Angelo, Janice Fields, and Kristen Eastman. Seventh and eighth grade teachers have begun planning for implementation of pre-algebra programs at the junior and high school levels; and, in consultation with Boston University professor Carol Findell, teachers at both high school levels have revamped the mathematics program to receive the students whose enhanced performance at the elementary levels will demand more advanced upper-level course work. Junior high teachers Linda Renzi and Geraldine Cummings have organized a successful MathCounts programs to encourage after school learning and to develop the mathematical talents of Chelsea's students.

This past year for the first time under the auspices of a grant from the United States Department of Education, science and mathematics teachers at Chelsea High School have been able to work with resident master teachers, Dr. Frank Giuliano (mathematics) and Dr. Richard Audet (science). Drs. Giuliano and Audet have provided support to the math and science lead teachers as they direct efforts to revamp the high school science and mathematics courses, and have extended their work to the junior high schools in order to ensure continuity between the programs of the junior highs and the high school.

High school history/geography lead teacher Thomas Totten and Williams Annex principal Stephen Socha, chairman of the elementary history/geography curriculum committee, have worked with consultants John Papadonis, Chairman of Social Studies at Lexington (Massachusetts) High School and geographer James Marran, member of the national standards writing committee for geography. The two groups have worked to implement the objectives developed during summer workshops in 1994 and to ensure that Chelsea's programs in geography and history more than meet the state's social studies framework.

Building upon the models established in mathematics, literacy, geography/history, and science, other committees are refining goals, objectives, assessments, and methods for visual arts, music, classical and modern languages, health, and physical education.

2. Establish programs for the professional development of school personnel and for the expansion of learning opportunities for parents.

The Boston University/Chelsea Partnership espouses simple principles of professional development. Teachers teach best when they know and love what they teach and when they have substantial opportunities for continuing study that is directly linked to their classroom work. The Partnership sponsors year-long activities, workshops, and summer institutes that are married to daily classroom practice and observation. Increasingly, Chelsea teachers work not in isolation from each other but as colleagues of common purpose.

The Partnership has established a systematic approach to professional development that promises to abide long after the end of formal ties. In place is a district-wide staff development council, chaired by the Director of the Title I Program. The council has assumed responsibility for coordinating professional in-service days, summer workshops and institutes, topical sessions and activities, and the district's awarding of professional development credits required for certification of professionals in the Commonwealth. The council has established a database system for tracking all activities from June 1993, for integrating the software provided by the State Department of Education, and for retroactively awarding credits earned by Chelsea's professionals. The council has instituted procedures for the review and approval of staff development plans suggested by teachers and administrators within the district. It has also established priorities for staff development and written and reviewed the district's staff development plan.

Because the district is committed to the principle that workshops alone are never enough for fundamental change, lead teachers have taken an increasingly vital role in Chelsea's ongoing professional development efforts. At the high school, lead teachers are being supported by residential master teachers in science and mathematics, Dr. Richard Audet and Dr. Frank Giuliano. These master teachers work with classroom professionals as co-teachers; they identify new resources; plan specific workshops on such topics as

concept mapping or micro-chemistry; and they sit one-on-one with classroom teachers to explore alternative materials and means for raising expectations and standards for Chelsea students.

In the areas of geography/history and English, lead teachers have been supported by visiting master teachers John Papadonis, James Marran, and Susan Pasquarelli. The lead teachers and master teachers have advised high school teachers on the further development of curricula, purchase of materials and resources, exploration of new texts, and development of performance-based assessments. Master teachers in all disciplines have worked with teachers at the middle schools so that there is continuity of expectations and practices between the middle grades and upper grades.

Especially important to this year's professional development program has been the role of Chelsea's lead teachers. The spring half-day in-service workshops were all led by literacy and mathematics lead teachers who helped colleagues experiment with the tools of authentic assessment. The lead teachers have been instrumental in helping colleagues implement the Mimosa mathematics series in kindergarten and first and second grades. Professor Suzanne Chapin has offered weekly workshops designed to help teachers implement the series; and the lead math teachers have visited the classrooms daily to support the teaching.

One sign of increasing success in effecting change has been the extent to which Chelsea's lead teachers have been asked to present at regional and national conferences and at local school districts. More than 20 Chelsea teachers attended the annual meeting of the National Council of the Teachers of Mathematics, the largest number yet to represent the city.

In addition to the budgeted funds for professional development, the School Department has benefited from generous outside support from a variety of sources, including federal grants secured through Boston University for mathematics and science programs as well as other private gifts.

3. Improve test scores of students in the school system.

A comprehensive assessment program has one purpose: to determine whether students are achieving at appropriate levels. Methods of evaluating educational

programs and assessing student achievement are changing rapidly. The College Board is converting the Scholastic Aptitude Test to the new Student Achievement Test; the Commonwealth of Massachusetts administered its last version of its Educational Assessment Program last fall and will be developing a new performance-based assessment program within the next two to three years. Educators have come to recognize the limits of traditional standardized tests as a measure of performance and to supplement such methods with other intensive assessment tools that provide comprehensive and detailed information about individual students.

In Chelsea during the years of the Partnership, University faculty and Chelsea teachers have responded to the new understandings of assessment by developing programs based upon real tasks and projects. Using clearly defined rubrics for measuring individual performance, teachers can reliably determine whether students understand fundamental concepts and their applications; in light of the assessment, teachers are able to adjust instruction accordingly. In mathematics, the school system is in the process of adopting a series of mathematics instructional materials that joins performance assessment directly to instruction. Within the elementary and middle school literacy program, teachers are implementing a pilot assessment program that uses performance tasks to measure student progress in reading and writing.

The Partnership recognizes the need to collect and analyze standardized data which summarizes the performance of Chelsea students in comparison with those in other school systems. In the spring of 1995, the Chelsea School Department instituted a new assessment program that includes the administration of standardized tests (the California Achievement Tests) but augments the standardized testing with performance assessments. The move to performance-based assessment in Chelsea will ensure that students and teachers are well prepared for the new state assessments when they are implemented.

Statewide Achievement Testing

The Massachusetts Educational Assessment Program (MEAP) was administered for the last time in the fall 1994. For the first time, the MEAP was given to students in grade 10 in anticipation of the new teaming program. There is, therefore, no direct correlation between the previous test audience (grade 12) and the test audience in 1994 (grade 10). There is correlation at the other two tested grades: grades 4 and 8.

With the MEAP, Chelsea shows some improvement in raw aggregate scores in some areas; a modest drop in others. For there to be any statistically significant conclusions, the difference between previous tests and the present testing would have greater than 50 points. Scores have improved over the course of the Partnership. Improvement in MEAP performance is most dramatic in the scores for 8th graders.

GRADE 4 MEAP SCORES

	<u>1988</u>	<u>1990</u>	<u>1992</u>	<u>1994</u>
READING	1110	1110	1170	1140
MATHEMATICS	1130	1110	1190	1140
SCIENCE	1120	1110	1170	1140
SOCIAL STUDIES	1140	1120	1170	1160

GRADE 8 MEAP SCORES

	<u>1988</u>	<u>1990</u>	<u>1992</u>	<u>1994</u>
READING	1100	1090	1160	1200
MATHEMATICS	1080	1100	1150	1180
SCIENCE	1100	1110	1130	1110
SOCIAL STUDIES	1060	1080	1140	1170

GRADE 12 MEAP SCORES

	<u>1988</u>	<u>1990</u>	<u>1992</u>
READING	1110	1060	1080
MATHEMATICS	1080	1120	1110
SCIENCE	1070	1070	1060
SOCIAL STUDIES	1140	1030	1050

GRADE 10 MEAP SCORES

	<u>1994 (ONLY)</u>
READING	1130
MATHEMATICS	1120
SCIENCE	1120
SOCIAL STUDIES	1130

California Achievement Tests

In the spring of 1993, the Chelsea Public Schools began administering the California Achievement Tests in order to measure general trends at each grade level. Therefore, the data below display only the aggregate scores for 1993 and 1994. The National Percentiles (NP) represent the comparison of aggregate test scores to a national reference group; the Normal curve Equivalent (NCE) is a base figure that can show changes over time more reliably than do national percentiles. Although the scores cover only two years, they do show in general modest improvements in all grades except the 5th. Mathematics scores show the most improvement with a mean NCE increase across all grades of 4.

CALIFORNIA ACHIEVEMENT: AGGREGATE OF ALL TESTS

Grade Level	<u>1993</u>		<u>1994</u>	
	<u>NP</u>	<u>NCE</u>	<u>NP</u>	<u>NCE</u>
3	31	40	36	42
4	26	36	34	41
5	35	42	26	36
6	26	36	33	40
7	25	35	28	38
8	32	40	35	41
9	24	35	26	36

CALIFORNIA ACHIEVEMENT: READING

Grade Level	<u>1993</u>		<u>1994</u>	
	<u>NP</u>	<u>NCE</u>	<u>NP</u>	<u>NCE</u>
3	33	41	33	44
4	25	36	33	40
5	28	38	20	32
6	23	34	27	37
7	26	36	31	39
8	29	38	30	39
9	20	32	20	32

CALIFORNIA ACHIEVEMENT: LANGUAGE

Grade Level	<u>1993</u>		<u>1994</u>	
	<u>NP</u>	<u>NCE</u>	<u>NP</u>	<u>NCE</u>
3	27	37	34	41
4	29	38	35	42
5	42	46	33	40
6	30	39	34	41
7	28	38	29	38
8	32	40	32	40
9	27	37	28	37

CALIFORNIA ACHIEVEMENT: MATHEMATICS

Grade Level	<u>1993</u>		<u>1994</u>	
	<u>NP</u>	<u>NCE</u>	<u>NP</u>	<u>NCE</u>
3	33	40	44	47
4	28	38	38	43
5	37	43	30	39
6	30	39	40	45
7	25	35	28	38
8	37	43	44	46
9	27	37	32	40

Scholastic Aptitude Test and Achievement Tests:

To encourage Chelsea High School students to expand their options and to explore higher educational opportunities, the Partnership recommends that high school seniors take the Scholastic Aptitude Test (SAT) and appropriate Achievement Tests. The SAT is currently undergoing revision; the College Board is also realigning averages and national means. Nonetheless, despite a small decline in the numbers and percentage of seniors

taking SAT's during the 1994-95 school year, Chelsea High seniors displayed a marked increase in their combined average SAT score. At the same time, there was a decline in average scores on the achievement tests which were taken by nine Chelsea high school students.

SCHOLASTIC APTITUDE TEST

<u>Year</u>	<u>Senior Class Size</u>	<u>Number Taking Test</u>	<u>Percent Taking Test</u>	<u>Average Math Score</u>	<u>Average Verbal Score</u>	<u>Combined Average Score</u>
1988-89	156	38	24%	369	295	664
1989-90	181	53	29%	388	304	692
1990-91	175	53	30%	380	318	698
1991-92	143	53	37%	356	264	620
1992-93	171	73	43%	347	287	634
1993-94	119	66	55%	368	276	644
1994-95	135	58	43%	402	320	722

ACHIEVEMENT TEST

<u>Year</u>	<u>Senior Class Size</u>	<u>Number Taking Test</u>	<u>Percent Taking Test</u>	<u>Average of All Scores</u>
1988-89	156	6	4%	421
1989-90	181	16	9%	432
1990-91	175	13	7%	469
1991-92	143	9	6%	488
1992-93	171	10	6%	472
1993-94	119	6	5%	519
1994-95	135	9	7%	421

Pilot Assessment of Title I Students

During the 1994-1995 academic year, Boston University Professor Jeanne Paratore, working with the Director and staff of the Title I program, conducted a detailed pilot assessment of 598 elementary school students designated as eligible for Title I benefits. The Chelsea schools qualify for federal Title I support based on percentages of students eligible for free or reduced-price lunches. Professor Paratore developed an assessment program to elicit detailed information about individual students' performance in reading and writing. 598 first, second, and third grade students were individually

interviewed and tested. All 598 had been deemed individually eligible for Title I benefits. (Initial individual eligibility is based upon an assessment that indicates an academic deficiency.) Children were asked to read grade-appropriate selections. They were graded on the fluency of their reading and then, following detailed questioning, on the level of their comprehension. In the first grade, 41 percent of the children tested read fluently at the grade level standard without teacher assistance or intervention. In the second grade, the percentage increased to 64 while in the third grade 80 percent of children tested were able to meet the grade level standard for fluency without assistance.

The data from this pilot study provide a useful benchmark by which further progress can be measured and are being used to improve instruction.

ASSESSMENT CONDITION--FLUENCY

GRADE	NUMBER TESTED	NO HELP	SOME HELP	SUBSTANTIAL HELP	BELOW NORMS
1	91	37 (41%)	19 (8%)	25 (27%)	10 (11%)
2	66	42 (64%)	20 (30%)	4 (6%)	0
3	54	43 (80%)	7 (13%)	2 (4%)	2 (4%)

4. Decrease the dropout rate for students in the school system.

The dropout percentages were calculated by comparing the number of dropouts over a single one-year period to the October 1 enrollment for that period.

ANNUAL HIGH SCHOOL DROP-OUT RATE

	<u>1989-90</u>	<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
	20%	13%	8%	8%	13%	8%
<u>Grade</u>						
9	27.05%	16.74%	5.62%	9.66%	12.18%	4.72%
10	25.64%	14.00%	12.08%	9.87%	17.18%	11.92%
11	18.52%	12.00%	6.09%	5.55%	12.42%	7.76%
12	6.63%	9.14%	4.73%	3.82%	12.21%	7.09%

In the 1993-1994 academic year there was an increase in the dropout rate. This was reported in the 1994 Legislative Report. The Boston University Management Team called for a careful review which indicated that dropout prevention procedures implemented earlier had been neglected. The newly-appointed principal, Albert Vasquez, made it a priority to revise and improve procedures. Renewed efforts in this area brought an improvement.

5. Increase the average daily student attendance rate for the school system.

ATTENDANCE RATES
(comparing year prior to Partnership with past year)

	<u>1988-89 (%)</u>	<u>1994-95 (%)</u>	<u>Change</u>
<u>District</u>	89	90	+1
<u>High School</u>	82	83	+1
<u>Williams</u>	89	91	+2
South*		90	
North		94	
Main		90	
Annex**		88	
<u>Shurtleff</u>	92	92	even
South		92	
North		91	
<u>Prattville</u>	93	92	-1
<u>Burke</u>	91	92	+1

*Includes Early Childhood Program classrooms located at the high school.

**The Williams Annex opened in 1992 as a 300-student school for grades 7 and 8. During this past year, the Williams and Shurtleff schools were divided into smaller schools, each with its own principal. In order to compare 1993-94 data to 1989-90 data, the attendance rates for each component elementary school have been averaged together to produce a number that corresponds to the 1989-90 school configuration.

6. Increase the number of high school graduates from the school system.

THE NUMBER OF GRADUATING STUDENTS EACH YEAR

<u>Graduating Class</u>	<u>Number of Graduating Students</u>
1989	133
1990	175
1991	156
1992	143
1993	171
1994	119
1995	142

7. Increase the number of high school graduates from the school system that go on to attend four-year colleges.

Statistics on post-graduation activities are based on the self-reported plans of the graduating students, and are collected by the high school guidance department. Although this goal calls for increasing the number of graduates who go on to study at four-year colleges, it is important to note the post-secondary education plans of all students. Many of those who attend a two-year school will transfer to a four-year school.

**PERCENTAGE OF CLASS AND NUMBER OF STUDENTS GOING
ON TO POST-SECONDARY EDUCATION**

	Percent of Class	4-Year College	2-Year College	Other Post- secondary
1989	52.6%	28	35	7
1990	53.1%	40	35	18
1991	60.8%	46	30	19
1992	60.1%	35	43	8
1993	66.7%	53	44	17
1994	72.3%	41	39	6
1995	73.7%	41	47	17

8. Increase the number of job placements for graduates of the school system.

These data need to be viewed in the context of Goal 7; as the number of graduating seniors going on to post-secondary education increases, the percentage of graduating seniors who might seek work will decrease. Thus, the most important measure for this goal is the number of seniors listed under "Other or Not Available." This figure, representing 2.8 percent of the senior class this year, shows that most seniors leave Chelsea High School with plans for their futures and a sense of direction in their lives.

JOB PLACEMENTS FOR GRADUATES OF THE SCHOOL SYSTEM

	Work	Military	Other or Not Available	Percent "Other or Not Available"
1989	36	6	20	15.0%
1990	38	1	43	24.5%
1991	41	9	11	7.1%
1992	34	8	5	3.5%
1993	46	4	8	4.6%
1994	22	4	7	5.9%
1995	26	7	4	2.8%

9. Develop a community school program through which before school, after school, and summer programs are offered to students in the school system and through which adult education classes for inhabitants of the city are offered.

During the 1994-95 school year more than 3,800 children and adults participated in before and after-school programs, summer camps, and adult education programs. In addition, the early childhood program remains a strong component of the educational system in Chelsea.

Eighty percent of Chelsea's three- and four-year-old children continue to be served in public or private education-based programs for pre-school children. The Chelsea School Department's early childhood program serves nearly 400 three- and four-year-old children. The Access and Options program brings together staff from the School Department, Head Start and private providers for resource sharing and joint planning and training. In the 1994-1995 academic year extensive progress was made in the design and planning of the renovated Shurtleff early childhood education center. In August of 1995 the School Department accepted a \$750,000 anonymous pledge to support the construction project.

Chelsea is one of the few school systems where before and after school programs are entirely funded by the school department; children are asked to pay only a \$3 fee to defray the cost of supplies and materials. No child is ever turned away from the before and after school programs; for children who cannot pay, the fee is waived.

Monday through Thursday, a wide range of productive after school options are available to children at all grade levels. Students may choose from having great works of literature read to them by a storyteller, going to the homework center to get help with their school work, or working on the student newspaper or the literary magazine club. The School Department also rents the YMCA building Monday through Friday from 2:30-5:00 p.m. for use by Chelsea's children. Children can play basketball, swim in the pool, or use the track free of charge and with adult supervision.

Several schools now offer students the opportunity to begin their school day at 7:30 a.m. by registering to attend a homework center. Students are assisted with their

daily homework and with long-term projects such as research papers. During this past summer, more than 650 students in grades 1-12 enrolled in a variety of summer programs.

The Chelsea Adult Basic Education Program celebrated its 25th year of offering basic education classes to adults. A total of 171 adults participated in daytime and evening classes.

10. Identify and encourage the utilization of community resources.

The University continues to publish the newsletter, *Our Schools*, on a quarterly basis. The newsletter is mailed to over 12,000 Chelsea residences in English and Spanish and is available through the Parent Information Center in Vietnamese and Khmer. The newsletter focused on a variety of topics this past year including a four page supplement for parents and caregivers designed as a resource guide to assist parents and caregivers in identifying key personnel, community groups and programs in the Chelsea public school system.

The Chelsea Education Advisory Council (CEAC) expanded this past year to include a representative from each school site council. CEAC was formed to serve as an advisory body for the Management Team, the School Committee and the superintendent on various issues relating to education reform and the operation of the School Department. Currently, it includes 22 members who meet monthly with representatives of the school system. The Council advised the School Department on such issues as the 1996 fiscal budget, renovations of the Shurtleff School, and curriculum efforts that are presently underway in the Chelsea public schools.

The School Building Advisory Committee (SBAC) was formed by the Receiver to offer advice on the school site selection and design process. A group of 17 residents worked with the superintendent, School Department staff, the Office of the Receiver, and members of the Management Team. This year the group focused on the plans for renovation of the Shurtleff School and monitored the construction progress of the new elementary school complex, middle school and high school.

The Boston University/Chelsea School Dental Program, initiated in April 1991, has now completed its fourth year. The program has expanded this past year to include

dental services for early childhood, including Head Start, elementary grades and Chelsea High School. This year the program provided screening, education referral, and follow-up services to almost 2,000 children. Dental education was provided to each child screened and special sessions were provided by the dental hygienist at the request of the classroom teacher.

The Chelsea High School Student Health Center, a collaborative effort of the partnership and the Massachusetts General Hospital/Chelsea Memorial Health Center, completed its fifth successful year. The student health center recorded a total of 4,387 visits during the 1994-95 school year. Services are provided by a school nurse, nurse practitioner, physician, psychologist, physical therapist and dental hygienist.

The Boston University School of Social Work's (BUSSW) long term goal with the Partnership has been to demonstrate how health and human services should be integrated into public education. In the 1994-95 academic year, Professor Maria Albadalejo Meyer continued to provide leadership to the social services program in the Chelsea Public School system. Professor Meyer's responsibilities included the supervision of seven Chelsea public school human service staff and four BUSSW social work interns, provision of direct services to children and families at the high school, and consultative services throughout the district.

11. Establish programs that link the home to the school system.

A major grass roots effort to increase parental involvement in the schools and promote effective home/school collaboration started at the request of the Chelsea School Committee in October of 1994. School Committee member Morrie Seigal requested that the Assistant Superintendent for Pupil Personnel Services investigate methods and strategies to increase parental involvement in the schools. As a result, the Home/School Collaboration Committee was formed. The committee, co-chaired by Barbara Krol-Sinclair and Irene Cornish, met on a weekly basis to develop a Mission Statement and strategies that would lead towards viable home/school collaboration. The committee consisted of a broad based group of parents, school staff and administrators.

The dormant Health and Human Services Committee was resurrected in March 1995 to examine and evaluate existing school and community services with the goals of better utilization of resources to eliminate duplication of efforts; improved linkage of

home, school and community services; and the identification of services. The committee also decided to utilize a pediatric check-list to help identify "at-risk" youngsters at the Early Childhood level in an effort to provide them and their families with the necessary services.

12. Decrease teacher absenteeism in the school system.

AVERAGE DAILY ATTENDANCE FOR TEACHERS

<u>1989-90</u>	<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
95.47%	95.78%	93.81%	94.86%	94.78%	96.07%

13. Improve the financial management of the school system and expand the range of operating funds available to the school system.

For the seventh straight year the Chelsea School Department completed the school year with a balanced budget. The business manager, Gerald McCue, has worked closely with Management Team members possessing extensive expertise in finance to ensure that budgetary controls are tight and resources used in accordance with school district policies. Outside funds raised by Boston University for the Chelsea School Department totaled over \$7 million as of August 1995. This total does not include in-kind services provided by Boston University.

14. Increase salaries and benefits for all staff, including raising the teacher salary average to make it competitive with the statewide average.

Progress continues to be made to raise the salaries for all staff in the Chelsea schools making them competitive with the surrounding communities and the state.

Teachers

In 1989, the average salary for Chelsea teachers was 20 percent below the average salary for teachers in the surrounding communities and 33 percent below the average teacher salary statewide.

Since the inception of the Partnership, the average salary increase for Chelsea teachers has grown at a rate of one and a half times the average increase of teacher salaries for the surrounding communities and more than two and a half times the average salary increase for the Commonwealth. For current Chelsea teachers who were employed in the Chelsea schools prior to the Partnership, the average salary (\$38,783) has reached parity with the surrounding communities (\$38,313) and the state (\$39,025). (Salary figures are as of June 30, 1994. Current figures have not yet been made available.)

The Chelsea schools currently pay first year teachers with a bachelor's degree an annual salary of \$23,990. This represents a 44 percent improvement in comparison with the salary Chelsea schools paid to a first year teacher in 1989. The improvement in starting salary coupled with performance-based increases has helped to attract and retain new teachers in the Chelsea schools. The starting salary in the Chelsea school system is more than five percent higher than the average starting salary in surrounding communities.

Administrators

Assistant Principals, Directors, and Coordinators in the Chelsea schools are represented by the Chelsea Administrators Association. A three year agreement was reached which reduced the gap in salaries for Chelsea School Administrators to within 2.5 percent of the average salary when compared to administrators in surrounding

communities. The new agreement also increases the work to eleven days longer than their counterparts.

Principals

As a result of the Education reform Act, principals are now exempt from collective bargaining as they are responsible for the hiring and firing of all staff, subject to the approval of the superintendent. Individual employment contracts have been negotiated with each principal. In FY 1995, the average salary for principals in the Chelsea schools is 5 percent ahead of the average salary for their counterparts in the surrounding communities. The average salary for Chelsea Principals for FY 1994 was 2 percent ahead of the statewide average. The state has not yet completed statistics for FY 1995.

Others

Salaries for Clerical Employees, Paraprofessionals and Custodians are near parity with the salaries for their counterparts in the surrounding communities.

15. Construct effective recruiting, hiring, and retention procedures for all staff members.

The new Affirmative Action Plan drafted in the fall of 1994 was revised and adopted by the Boston University Management Team and the Chelsea School Committee in January of 1995. Staff members are offered a wide variety of educational opportunities. These include the opportunity to study at Boston University on scholarships provided by the University. Major efforts were undertaken to recruit bilingual staff. The district now has a large pool of bilingual applicants in all fields from which to draw.

16. Establish student assessment designs and procedures that are of assistance in monitoring programs and that act as incentives for staff members in each school.

During the 1994-95 school year, Chelsea teachers and administrators have been working on the philosophy, methods, and materials of performance-based assessment. Under the sponsorship of the district-wide Staff Development Council, lead teachers in mathematics and literacy conducted school-based workshops on performance-based assessment.

The emerging disciplinary curricula stipulate performance benchmarks and observable objectives that are directly linked to assessment methods. The guiding principle is that performance of a specific, real task is the best indicator of a student's knowledge. Furthermore, what understandings the student applies as well as the mistakes a student makes in addressing a performance-based task should inform subsequent instruction. The pilot assessment described in Goal 3 is an example of the types of assessments that are being developed in the Chelsea School Department.

The Mimosa mathematics series implemented this past year in kindergarten and in Grades 1 and 2 relies heavily upon performance-based assessment principles. The assessments that accompany the series are practical tasks that enable a student to demonstrate mastery of mathematical principles and procedures. The success of the series thus far, and its compatibility with the mathematics curriculum developed during the 1993-94 school year, has led math teachers to introduce the series for the third grade for the 1995-96 school year.

The elementary literacy committee has established seven general benchmarks that predict sets of more specific task-oriented (and, therefore, assessable) objectives. A group of teachers has volunteered to work with the literacy lead teachers in a pilot test of various performance-based assessments that will be refined and then provided to all elementary teachers. In turn, teachers will receive training from the lead teachers and those teachers who have been part of the pilot effort in order to ensure consistency and general comparability within the rubrics development for the system.

Elementary teachers in Chelsea have not been alone in their efforts to develop more accurate assessment tools. Chelsea High School English teachers have put in place a four-year program of performance assessment for the writing program that depends upon portfolio development and assessment. Initial experience with the new system has been promising and, in particular, provides means for teachers to track historically an individual student's writing development.

17. Seek to expand and modernize physical facilities in the school system.

Ground was broken for new school construction in June of 1994. Under a 95 percent state-funded \$113 million program, a new high school, two middle schools, and four elementary schools are under construction. In addition, the Shurtleff School will be completely renovated and will serve, when complete, as the early childhood education center. Construction work is on schedule and on budget. In the summer of 1996 the School Department will move into the new facilities and Chelsea students in grades one through twelve will use new facilities for the first time since 1909. In September of 1997 the doors of the Early Childhood Center will open.



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**THE
BOSTON UNIVERSITY/CHELSEA
PARTNERSHIP**

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FIFTH REPORT TO THE LEGISLATURE

SEPTEMBER 1, 1996

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This document is the fifth report of the Boston/Chelsea Partnership as required by the enabling legislation (Massachusetts General Laws of 1989, Chapter 133, Section 13) that authorized the formation of the Partnership. A report is required annually beginning September 1, 1992 and thereafter through the completion of the Partnership.

CHAPTER 1

1.1.1. The first part of the chapter is devoted to the study of the

properties of the function $f(x)$ defined by

$$f(x) = \begin{cases} x^2 & \text{if } x \geq 0 \\ -x^2 & \text{if } x < 0 \end{cases}$$

It is easy to see that $f(x)$ is an odd function.

1.1.2. The second part of the chapter is devoted to the study of the

properties of the function $g(x)$ defined by

$$g(x) = \begin{cases} x^2 & \text{if } x \geq 0 \\ x^2 & \text{if } x < 0 \end{cases}$$

It is easy to see that $g(x)$ is an even function.

1.1.3. The third part of the chapter is devoted to the study of the

properties of the function $h(x)$ defined by

$$h(x) = \begin{cases} x^2 & \text{if } x \geq 0 \\ -x^2 & \text{if } x < 0 \end{cases}$$

It is easy to see that $h(x)$ is an odd function.

1.1.4. The fourth part of the chapter is devoted to the study of the

properties of the function $k(x)$ defined by

$$k(x) = \begin{cases} x^2 & \text{if } x \geq 0 \\ x^2 & \text{if } x < 0 \end{cases}$$

It is easy to see that $k(x)$ is an even function.

1.1.5. The fifth part of the chapter is devoted to the study of the

properties of the function $l(x)$ defined by

$$l(x) = \begin{cases} x^2 & \text{if } x \geq 0 \\ -x^2 & \text{if } x < 0 \end{cases}$$

It is easy to see that $l(x)$ is an odd function.

1.1.6. The sixth part of the chapter is devoted to the study of the

properties of the function $m(x)$ defined by

$$m(x) = \begin{cases} x^2 & \text{if } x \geq 0 \\ x^2 & \text{if } x < 0 \end{cases}$$

It is easy to see that $m(x)$ is an even function.

1.1.7. The seventh part of the chapter is devoted to the study of the

properties of the function $n(x)$ defined by

$$n(x) = \begin{cases} x^2 & \text{if } x \geq 0 \\ -x^2 & \text{if } x < 0 \end{cases}$$

It is easy to see that $n(x)$ is an odd function.



Together to help the children

From the Chairman of the Management Team

It has been my honor to serve as a member of the Boston University Management Team since the inception of the Partnership. At this time last year I noted my particular optimism about prospects for success in the partnership's remaining three years. Now, as you read this report, Chelsea students in grades kindergarten through twelve are in one of the seven new school buildings that opened this fall -- and I am more optimistic than ever.

While the opening of the new facilities is one of the most exciting and tangible results of the Partnership, much more has also been achieved within the walls of the schools. The Boston University/Chelsea Partnership has built an excellent early childhood program. A new curriculum is in place. Teacher salaries have increased. We have concluded labor agreements that extend beyond the Partnership. An active professional development program continues to expand.

With two years remaining in the Partnership, there are clear results -- tangible in the form of buildings, but no less real in the classroom. I remain confident that the partnership between Boston University and the City of Chelsea will continue to bear fruit.

Yours sincerely,

Paul Clemente
Chairman, Management Team

I. The Boston University/Chelsea Partnership: 1995-1996 Highlights

This is the fifth report to the Massachusetts Legislature on the accomplishments of the Boston University/Chelsea Partnership.

This report presents both an overview of the Partnership and a detailed description of the major achievements of the past year. Among the year's highlights are:

New Schools: This fall, brand new school facilities open in Chelsea. In June of 1994 ground was broken for new school buildings: a high school, two middle schools, and four elementary schools. In addition, one existing school building is currently undergoing extensive renovations to house an early learning center that is slated to open in the fall of 1997. Work on all elements of the project has been completed on schedule and on budget.

Test Scores: As reported in the 1994-1995 Legislative Report, in the spring of 1995 a pilot assessment of 598 Title I elementary school students showed that majorities of first, second, and third graders were reading material appropriate to their grade levels fluently and with high comprehension. The grade level standard reflected the ability to use a grade appropriate basal reader. For a performance review conducted this academic year, the School Department's literacy committee developed comprehensive assessments for all grade levels 1 through 8 and raised benchmarks at each level so that the standards of fluency and comprehension were higher than in the 1995 pilot assessment. Revised assessments were administered in the spring of 1996. Performance assessments in comprehension which were administered to 2,105 students in grades 1 through 8 indicated that 97.7 percent were meeting the new grade level standard. Performance assessments in fluency administered to the same group of students indicated that 95.9 percent were meeting the standard. Assessment now in place is a continuing program that comprehensively addresses three primary goals: to improve the curriculum; to provide evidence

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about student performance, and to evaluate the quality of various programs and strategies.

Combined average Scholastic Aptitude Test (SAT) scores at Chelsea High School were 778 for the 1995-1996 academic year, compared to 722 in 1994-1995. The percentage of students taking the test declined slightly although all students are encouraged to take the SAT's.

Curriculum Development: Curriculum committees of Chelsea teachers and administrators have developed a coherent, common curriculum that sets high expectations and high academic standards for student performance for each grade level. This past year, curriculum committees determined goals, course content, and texts for every subject. Advanced placement courses have also been integrated into the curriculum at the high school. In addition, assessment is now an integral part of curricular reform in Chelsea. During the 1995-1996 school year, teams composed of Chelsea teachers and scholars from Boston University conducted a comprehensive review of literacy and mathematics curricula in grades one through eight. Curriculum reform, supported by ongoing assessment that informs and directs these efforts which are supported by extensive staff development, continues at all levels of the Chelsea system.

Professional Development: Chelsea teachers and principals have continued to take advantage of extensive and ongoing professional development opportunities. Boston University and the Chelsea School Department are committed to the principle that successful and effective staff development requires not only frequent opportunities for teachers and administrators to learn but also regular follow-up so that material conveyed during in-service sessions is applied in the classroom. In the 1995-1996 academic year 16 teachers took courses at Boston University with scholarships provided by the University. In addition, a total of 185 teachers attended 202 conferences and workshops. During the 1995-1996 school year many teachers participated in workshops and seminars that focused on teaching middle-grade mathematics and literacy. Workshops are scheduled and conducted so that they coordinate specifically to curricular objectives. In preparation for the opening of new schools and the new technology that will be available to all teachers this fall, training in software applications has been offered to all teachers.



Administration: For the eighth straight year the Chelsea School Department completed the school year with a balanced budget. Assistant Superintendent for Finance and Operations, Gerald McCue, has worked closely with Boston University Management Team members possessing extensive financial expertise to ensure that budgetary controls are tight and resources effectively used. Management Team Chairman Paul Clemente currently serves as chief financial officer at the Woods Hole Oceanographic Institute while Management Team member Gerald Lewis serves as Associate Comptroller at Boston University. The School Department begins the 1996-1997 academic year with all senior administrative positions filled with experienced, qualified individuals.



II. The Boston University /Chelsea Partnership: An Overview

The Boston University/Chelsea Partnership is an effort to rebuild an entire school system. The Partnership is intended to serve as a model for urban education reform.

Chelsea is a small and densely populated city of 1.8 square miles and 28,710 residents located northeast of Boston. It has long been a community of immigrants. Once a flourishing suburb with one of the finest school systems in the country, in recent decades Chelsea has been beset by poverty and crime, a declining tax base, and a corrupt and ineffective city government. The School Department suffered from chronic underfunding.

During the 1980s, facing overwhelming problems, the mayor and Chelsea School Committee turned to Boston University for assistance. The University conducted a study of the school system and, in 1988, issued a report to the Committee recommending that Chelsea engage an independent agent to run its schools. This independent manager would be given the necessary authority and time, over roughly a decade, to make needed changes and nurture habits of effective and responsible school management. An independent manager would be free from some of the constraints, particularly political pressure, that had hampered Chelsea administrators and officials in the past. This agent would be in a position to develop and implement a sound curriculum, revitalize the collective bargaining system, introduce a new administrative structure, improve the management of the schools, and seek outside resources to supplement the strained school budget. The School Committee invited Boston University to serve as that agent. The School Committee and the Board of Aldermen, with the concurrence of the mayor, passed measures inviting the University to join in a formal partnership, and the Commonwealth passed legislation to make this possible in June 1989.

Boston University established a Management Team, composed of senior administrators and faculty members from the University, who offer their time and expertise to the reform effort in Chelsea. The Team engages a full-time superintendent to carry out the day-to-day management of the school system. The Management Team holds public meetings at least once each month during the school year. A member of the Chelsea School Committee participates actively in the meetings as the School Committee's delegate. An innovation at these meetings, introduced by the Management Team at the outset of the Partnership, is the opportunity for members of the public to raise any school-related issue, during a public session, whether that issue is on the agenda or not.

Under the 1989 agreement between the City of Chelsea and Boston University, elected officials delegated the authority granted to them by the city charter to the University-appointed Management Team through June 1998. The School Committee retained the right to review actions of the Management Team. By a two-thirds vote, it can override broad educational policy decisions of the Management Team, and it can, by a simple majority, terminate the Partnership. The Management Team is explicit in articulating the philosophy that its responsibility is to oversee the management of *public* schools. The Chelsea schools were not privatized and are operated according to all laws and regulations (both state and federal) governing the management of public school systems in the Commonwealth of Massachusetts.

In September 1991 the fiscal collapse of the city compelled the Commonwealth to place it in receivership. The first Receiver, James Carlin, made needed budget cuts and instituted rigorous financial and administrative controls which laid the basis for sound day-to-day management of the City under his successor, Harry Spence. Chelsea is proceeding toward fiscal and political stability with a new city charter and a newly elected City Council. The receivership concluded in the summer of 1995 with the naming of a city manager, Guy Santagate, who continues the policies of careful management established by Carlin and Spence and who has implemented capital planning and budget procedures which are models of sound management.

Official census figures may significantly understate the city's population, omitting perhaps 10,000 or more unreported immigrants. According to these official figures, 59 percent of the

city's population is white, 31 percent is Hispanic, 5 percent is Asian-American and 5 percent is African-American. However, according to Chelsea's 1994 School District Profile created by the state Department of Education, 19.1 percent of the students in the school district are white, 63.5 percent are Hispanic, 10.3 percent are Asian American, and 7 percent are African-American. Almost 22 percent of Chelsea students have been identified as having limited English proficiency. A measure of the city's poverty is that 90 percent of all Chelsea students are eligible for free or reduced-price lunches.

A chronic educational challenge for the school system is high rates of mobility that limit the time a student may spend in the school district and therefore take full advantage of the curriculum. For example, in the 1995-1996 school year, Chelsea High School enrolled more than 228 new students (from out of district) in grades 9-12, while the same year some 257 students transferred out of the high school which had an enrollment of 866 on October 1, 1995. In other words, there was a nearly 30 percent turnover of students in one academic year at the high school.¹ The district also confronts the challenge of rapidly increasing enrollments. Since the inception of the Partnership with Boston University enrollment has grown from 3,560 to over 5,000. Over the past academic year the School Department has confronted a new challenge: Increasing numbers of parents and guardians have sought to enroll children in the Chelsea schools without establishing residency in the district, which does not participate in school choice. The School Department has become more vigilant in determining residency because of efforts to falsify residency so that children could attend Chelsea schools.

The guiding principles of the Partnership are simple: children must be ready to learn, teachers must be ready to teach, and subject matter of enduring value to the students and the larger society must be taught. These three principles underlie the reforms that have been undertaken in Chelsea.

¹ The School Department began formally tracking mobility in 1994-1995. Last year's numbers showed a higher turnover, with an estimate of 350 students leaving district. This number included students who registered in district but did not report for school. These students are not included in this year's numbers.

The first principle — that children must be ready to learn — is the cornerstone of any successful school system. Many urban children reach school age with relatively little preparation for schooling. That is why the Boston University plan that was accepted by the Chelsea School Committee placed the highest priority on early childhood education. Without such a program, many Chelsea schoolchildren would always be playing catch-up, and teachers at all grade levels would be engaged in remedial education. The Early Childhood Education Program established by the Partnership is the foundation on which all the other reforms ultimately rest.

The second principle — that teachers should be ready to teach — acknowledges that teachers are members of a learned profession, and have demanding professional responsibilities. Teachers must know their subject matter and the art of teaching. They must have at hand the necessary conditions of sound instruction, including excellent books, teaching materials, and curricula, and a safe and stimulating environment in which to work. Their efforts should be supported by a well-run school system, and their professional accomplishments should be recognized and appropriately rewarded.

The third principle — that subject matter of enduring value must be taught — is equally important. As learning is the foundation of all systematic study and learning, children must learn early to read well and to write and speak fluently and correctly. They must acquire an understanding of mathematical reasoning and learn to do mathematical calculations. Children should learn the nature of scientific inquiry and acquire knowledge in the natural sciences. Children should learn in some depth the history of our country and our great and diverse cultural heritage. And they should develop an understanding and appreciation of the ideals of responsible private and public life.



III. Boston University /Chelsea Partnership Goals

The 1989 enabling legislation identified 17 long-term goals for the Partnership. These goals correspond to the major problems that the Boston University study identified in Chelsea and constitute standards against which progress can be measured over the course of the Partnership.

The seventeen goals are:

- 1. Revitalize the curriculum of the city's school system.**
- 2. Establish programs for the professional development of school personnel and for the expansion of learning opportunities for parents.**
- 3. Improve test scores of students in the school system.**
- 4. Decrease the dropout rate for students in the school system.**
- 5. Increase the average daily student attendance rate for the school system.**
- 6. Increase the number of high school graduates from the school system.**
- 7. Increase the number of high school graduates from the school system that go on to attend four-year colleges.**
- 8. Increase the number of job placements for graduates of the school system.**
- 9. Develop a community school program through which before-school, after-school, and summer programs are offered to students in the school system and through which adult education classes for inhabitants of the city are offered.**
- 10. Identify and encourage the utilization of community resources.**
- 11. Establish programs that link the home to the school system.**
- 12. Decrease teacher absenteeism in the school system.**
- 13. Improve the financial management of the school system and expand the range of operating funds available to the school system.**
- 14. Increase salaries and benefits for all staff, including raising the teacher salary average to make it competitive with the statewide average.**
- 15. Construct effective recruiting, hiring, and retention procedures for all staff members.**
- 16. Establish student assessment designs and procedures that are of assistance in monitoring programs and that act as incentives for staff members in each school.**
- 17. Seek to expand and modernize physical facilities in the school system.**

IV. PARTNERSHIP PROGRESS IN 1995-1996

To measure the progress of the Partnership, the Management Team annually reviews the work undertaken to meet each of the 17 goals listed in the 1989 enabling legislation.

The Management Team's first report to the Legislature reviewed the first three years of the Partnership in considerable detail. Subsequent annual reports have focused specifically on the preceding year's work, highlighting what has been accomplished or initiated. Where appropriate, a summary of earlier accomplishments is included and most charts or tables report data from several years in order to show changes that have occurred over time. (A discussion of our work in the area of early childhood education, which is not directly listed as one of the 17 goals, is included in the report under Goal 9.)

1. Revitalize the curriculum of the city's school system.

From the outset of the Boston University/Chelsea Partnership substantive curricular reform has been undertaken and will continue at each grade level. This past school year, goals, course content, academic standards and readings have been determined for every subject. Curriculum committees, led by Chelsea principals and lead teachers, continue to develop and refine teaching methods and subject areas; but they now do so with the benefit of ongoing assessment that identifies what is working well and what is not.

Curriculum committees have developed a coherent, common curriculum that sets high expectations and academic standards for student performance for each grade level. This past year versions of curricula for physical education, health, and the arts were completed. At the start of the 1996-1997 school year new science books will be available for sixth and eighth

grade students. Advanced placement courses have been integrated into the curricula at the high school. In the 1995-1996 school year, high school history/geography teachers taught the first advanced placement course offered to Chelsea's students in many years: United States history for juniors. The advanced placement program will continue to expand, and this fall high school seniors will have a chance to take advanced placement courses in English language and literature, chemistry, and calculus. In addition, most eighth grade students will enroll in algebra.

At the start of the 1996-1997 school year, parents will receive information describing grade level topics and performance expectations for children in pre-kindergarten to grade eight. At the high school, the course selection guide and curricula have been designed specifically for each of the four houses. High school teachers will continue to work closely with master teachers in science and mathematics and will have the benefit of shorter-term instruction from history/geography and English language arts experts. Plans to extend after-school programs so Chelsea's students will have an opportunity to receive individual support and instruction are also in place.

Literacy programs remain central to the work of the Partnership. The elementary literacy program continues to grow and expand. Several literacy lead teachers and regular classroom teachers have been invited to workshops offered by neighboring school districts to describe the literacy models in use in Chelsea. A team of Chelsea's literacy teachers will give a major presentation at the 1997 annual meeting of the International Reading Association.

Over the past year, assessment has become an integral part of curricular reform and professional development initiatives. Teams composed of Chelsea teachers and outside observers have conducted a comprehensive review of literacy and mathematics curricula in grades one through eight. Findings from this review have helped to direct the staff development program for the remaining years of the Partnership. Training transitional bilingual education teachers, teachers of English as a second language, and special education teachers in the mathematics and literacy models will be the focus of the Partnership's work. Through the city's Title I program, the Partnership will also sponsor a comprehensive and

continuous program of inservice training—Project Fishbowl—that will provide an opportunity for every teacher in the district to observe and discuss the practices of teaching literacy and mathematics in virtually every kind of classroom setting.

The City of Chelsea now has a solid academic program at each grade level that sets high expectations and academic standards for both teachers and students.

2. Establish programs for the professional development of school personnel and for the expansion of learning opportunities for parents.

Implementing a solid and systematic professional development program is a vital component of the Partnership's work. This past year many teachers participated in workshops and seminars that focused on teaching middle-grade mathematics and literacy as part of every subject area. In preparation for the state-of-the-art technology that will be available in all the new schools this fall, ongoing training in software applications has been available to all teachers. During the month of August 1996 alone, workshops on introductory word-processing, Microsoft Office software, communication technology, technology problem solving and spreadsheets, information systems databases, and multimedia authoring were offered to all teachers.

Two new professional development initiatives that will continue for the next two years of the Partnership were launched during the 1995-1996 school year. With Chelsea a new member of the federally-funded Massachusetts Inclusion Initiative (a consortium of Massachusetts universities and school districts) special needs teachers and regular classroom teachers received training in the use of techniques for instructing special needs children in regular classrooms. Research consistently has shown that special needs children who are appropriately placed in regular classroom settings are more likely to succeed. Chelsea has increased its number of inclusion classrooms and will expand efforts to instruct all teachers about inclusionary classroom strategies—strategies that are successful in teaching all students, not just special needs children.

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The second initiative is part of the district's effort to provide greater support for children whose first language is not English. The school department is offering workshops on methods of improving the English language ability of students whose English proficiency is limited. These workshops are particularly important for regular classroom teachers in Chelsea where more than three-quarters of their students need to learn English as a second language.

Accompanying efforts to provide classroom support for students with limited English proficiency has been the substantial expansion of Chelsea's Intergenerational Literacy Program. This project provides adult instruction in the reading and writing of English and encourages parents to support and participate in the language instruction of their children. The project has served over 900 Chelsea families since its inception and currently has a waiting list of over 175 families. Through an independent fund-raising agent housed at Boston University, A Different September Foundation, the Partnership has received commitments of over \$150,000 for the 1996-1997 school year and anticipates raising additional support to ensure that the project will have the financial support it needs to operate.

3. Improve test scores of students in the school system.

Recognizing that assessment is central to the continuous improvement of curricula and teaching, district administrators, teachers, and Boston University professors have worked to refine and expand Chelsea's assessment program. The assessment program is now a continuing, comprehensive strategy that seeks to achieve three primary goals: to test and correct the developing curriculum; to provide indications about student performance; and to establish evidence about the quality of various programs and strategies.

Because student competence in literacy/language arts and mathematics is essential to student achievement throughout the curriculum, Chelsea's program of assessment focuses upon literacy and numeracy. The program combines standardized testing tools with performance assessments designed and implemented by Chelsea's teachers. To strengthen this program, teachers have studied the use of assessment measures. The overall program of

assessment has been housed with Chelsea's Title I program, where lead teachers in literacy and mathematics for grades 1 through 8 are based.

As part of the 1995-1996 assessment program, a comprehensive curriculum compliance review was undertaken so that trained observers—both Chelsea teachers and external visitors—could determine how uniformly the established curriculum had been implemented and how well teachers employed the various teaching strategies that were adopted. Findings from the compliance review indicate that instruction is strongest in the lower elementary grades but that middle grade instruction needs improvement. As a result, professional development sessions will begin to focus on the teaching practices used in middle grade instruction. Furthermore, the district will increase training in literacy and mathematics instruction for teachers in transitional bilingual education programs, teachers of English as a second language, and special education teachers.

To assess longitudinally the impact of Chelsea's extensive early childhood education program, the Partnership entered into a contract with Abt Associates of Cambridge to conduct a comprehensive assessment study. In conjunction with internal assessments, Abt has established baseline data against which progress of children within the early childhood program will be measured over the next two years. Currently, the early childhood assessment project is supported by grant funds secured through A Different September Foundation. The project aims to discover what impact the early childhood program has had upon children's readiness to learn, their social and physical development, and their subsequent success in the elementary grades.

Student Achievement Testing

The comprehensive assessment program now in place supports the following five principles:

1. Assessment should inform instruction. The best kind of testing helps teachers improve both teaching and curriculum. It should identify what students have learned as well as what they need to learn. Sound assessment informs the instructional decisions teachers

must make daily. It should contribute to the learning process and detract as little as possible from active learning time.

2. A good assessment program tests what students know. In the past several years significant progress has been made in the development of performance assessment tools. These tools include: student portfolios, learning maps, developmental checklists, and timed and untimed tasks. Performance tools allow a student to show what he or she has learned and can do; however, they do not yet provide the kind of aggregate data that will allow reliable comparisons between one group and another or between one school system and another.
3. A comprehensive assessment program should allow for comparisons. It is important for a school system to know how well students overall are achieving against a reputable national norm. To that end, standardized testing provides comparative information about overall student achievement.
4. Assessment should measure curricular and instructional compliance. While any assessment program aims primarily at evaluating student achievement, results should also allow a teacher to judge how well he or she is complying with curricular objectives. Such results help a teacher decide what areas to focus upon, what topics or themes within the curriculum deserve further attention, what revisions of the curriculum are warranted, and what kind of additional professional development should be given high priority.
5. Assessment must account for mandated testing. Under the Education Reform Act of 1993, the Commonwealth of Massachusetts is completely rebuilding a state-wide assessment program—the Massachusetts Educational Assessment Program (MEAP). The new test will feature a number of performance assessment tools. In Chelsea, students will be assigned a variety of performance measures. However, the city will also continue its

use of the California Achievement Tests so that aggregate data derived from this test can be used to indicate how students achieve against reputable national norms.

During the 1995-1996 school year, the district administered a variety of assessment measures: matrix sampling through the California Achievement Tests for literacy and mathematics; performance measures developed in Chelsea for students in literacy and mathematics in grades 1 through 8; the state-mandated continuation of the Massachusetts Educational Assessment Program (MEAP); and questionnaires and reviews in conjunction with the comprehensive curriculum compliance review. Results of both the interim state MEAP tests and the California Achievement Tests will be available in the fall.

In the spring of 1995, Title I lead literacy teachers administered a pilot performance assessment developed by the literacy curriculum committee. The results of the pilot assessment indicated that by the end of the third grade, 85 percent of Chelsea's students were reading at grade level with no or minimal teacher intervention. The grade level standard reflected the ability to use a grade-appropriate basal reader. For a performance review conducted this academic year, the School Department's literacy committee developed comprehensive assessments for all grade levels 1 through 8 and raised the benchmarks at each level so that standards of fluency and comprehension were higher than in the 1995 pilot assessment. In the spring of 1996, the revised assessments were administered to all students in regular classrooms—only students in subseparate special education classrooms and students in transitional bilingual education classes were excluded. The results were as follows:



**PERFORMANCE ASSESSMENT IN LITERACY:
(April-May 1996)**

COMPREHENSION

Grade	Number of Students	Percent Meeting Standard	Percent Below Standard	Percent No Help	Percent Some Help	Percent Substantial Help
1	337	98.5%	1.5%	37%	48%	13%
2	293	99.7	0.3	29	45	26
3	263	100.0	0.0	31	51	18
4	274	92.0	8.0	42	38	12
5	280	99.6	0.4	26	56	17
6	223	98.7	1.3	57	33	9
7	241	96.7	3.3	46	49	1
8	194	95.9	4.1	54	41	1
TOTAL	2105	97.7%	2.3%	39%	46%	13%



FLUENCY

Grade	Number of Students	Percent Meeting Standard	Percent Below Standard	Percent No Help	Percent Some Help	Percent Substantial Help
1	337	88.4%	11.6%	37%	29%	22%
2	293	95.9	4.1	64	17	15
3	263	97.3	2.7	n/a	49	18
4	274	97.1	2.9	n/a	n/a	17
5	280	99.6	0.4	n/a	n/a	17
6	223	98.7	1.3	n/a	n/a	9
7	241	97.1	2.9	n/a	n/a	1
8	194	94.8	5.2	n/a	n/a	1
TOTAL	2105	95.9%	4.1%	15%	13%	14%

In this assessment, *comprehension* entailed the ability to retell a grade-appropriate story at grades 1 and 2, or to write a story summary at grades 3 and above with 90% accuracy. *Fluency* at grades 1 and 2 measured the ability to read orally a grade-appropriate story with 90% accuracy. In grades 3 and higher, fluency assessment was not universally administered and reveals only those children who required substantial help to meet the standard or whose performance fails to meet the standard. These results suggest that Chelsea's literacy program is making progress. They also indicate that teachers need now to address the reasons students specifically in grades 4 to 8 perform below standard and that corrective strategies need to be implemented.

In the spring of 1995, the district implemented an annual program of matrix sampling using the nationally indexed California Achievement Tests. The tests have been and will continue to be administered in grades 3 through 10. Results for spring 1996 are not yet available, but the following two charts represent data from the 1994-1995 school year. It is encouraging to note the progressive improvement of grade 8 in both reading and mathematics, as indicated by the scores from 1993 to 1995. In both areas the achievement of students in grade 8 approximate the national average. Scores for high school students fall below the national average, but they indicate progressive improvement.



In the following chart the National Percentiles (NP) represent the comparison of aggregate test scores to a national reference group. The Normal Curve Equivalent (NCE) is a base figure that can show changes over time more reliably than do national percentiles. The scores recorded cover a three year period from 1993-95.

CALIFORNIA ACHIEVEMENT TEST SCORES: (Grade Level Matrix Sampling)

READING

	1993	1994	1995	1993	1994	1995
Grade	National Percentile	National Percentile	National Percentile	Normal Curve Equivalent	Normal Curve Equivalent	Normal Curve Equivalent
3	33%	33%	25%	41	44	35
4	25	33	33	36	40	40
5	28	20	39	38	32	44
6	23	27	29	34	37	38
7	26	31	44	36	39	47
8	29	30	46	38	39	48
9	20	20	28	32	32	37
10	n/a	n/a	24%	n/a	n/a	35

MATHEMATICS

	1993	1994	1995	1993	1994	1995
Grade	National Percentile	National Percentile	National Percentile	Normal Curve Equivalent	Normal Curve Equivalent	Normal Curve Equivalent
3	33%	44%	36%	40	47	42
4	28	38	39	38	43	44
5	37	30	37	43	39	43
6	30	40	41	39	45	45
7	25	28	41	35	38	45
8	37	44	51	43	46	50
9	27	32	43	37	40	46
10	n/a	n/a	27%	n/a	n/a	37



Scholastic Aptitude Test and Achievement Tests

The Partnership encourages all high school juniors and seniors to take the Scholastic Achievement Test (SAT) and the College Board Disciplinary Achievement Tests so students will have the opportunity to explore higher educational opportunities following graduation.

The number of students taking the SAT has remained relatively constant, but the number taking achievement tests has increased significantly, in large part because of the way the new SAT has been organized. All data reflect testing through January 1996. The 1994-1995 SAT numbers reflected the College Board's realignment of averages and national means. The current scores are consistent with this reporting pattern.

SCHOLASTIC ACHIEVEMENT TEST

Year	Senior Class Size	Percent Taking Test	Average Math Score	Average Verbal Score	Combined Average Score
1988-89	156	24%	369	295	664
1989-90	181	29	388	304	692
1990-91	175	30	380	318	698
1991-92	143	37	356	264	620
1992-93	171	43	347	287	634
1993-94	119	55	368	276	644
1994-95	135	43	402	320	722
1995-96	165	39%	407	371	778



COLLEGE BOARD DISCIPLINARY ACHIEVEMENT TESTS

Year	Senior Class Size	Percent Taking Test	Average Of All Scores
1988-89	156	4%	421
1989-90	181	9	432
1990-91	175	7	469
1991-92	143	6	488
1992-93	171	6	472
1993-94	119	5	519
1994-95	135	7	421
1995-96	165	13%	432

Advanced Placement

For the first time in many years, Chelsea High School offered an advanced placement course: United States History. Thirteen students took the College Board's United States History Advanced Placement Examination; the average grade was modest: 1.615. Nonetheless, an aggressive Advanced Placement program promises to raise academic standards in all areas. At the start of the 1996-1997 school year, Chelsea High School will offer Advanced Placement courses in United States History, chemistry, calculus, and English language and composition.

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4. Decrease the dropout rate for students in the school system.

Drop-out percentages were calculated by comparing the number of students who dropped-out over a single one-year period to the October 1 enrollment for that period.

ANNUAL HIGH SCHOOL DROP-OUT RATE

Grade	1989-90	1991-91	1991-92	1992-93	1993-94	1994-95	1995-96
9	27%	17%	6%	10%	12%	5%	6%
10	26	14	12	10	17	12	7
11	19	12	6	6	12	8	10
12	7	9	5	4	12	7	9
Overall	20%	13%	8%	8%	13%	8%	8%

In the 1993-1994 academic year an increase in the drop-out rate was recorded. A review by the Boston University Management Team indicated that drop-out prevention procedures implemented earlier had been neglected. The newly appointed principal, Albert Vasquez, made it a priority to revise and improve procedures and the dropout rate was brought back down to 8%. This fall a new advising system will be introduced under which teachers will be given a specific roster of students whose academic performance and attendance they monitor.

On October 1, 1995, 866 students were enrolled in Chelsea High School. Over the course of the year a total of 69 students left Chelsea High School without transferring to other schools which indicates an overall drop-out rate of 8%. However, after October 1, 1995, 161 new students enrolled in Chelsea High School. Adjusting the enrollment to account for the 161 new students who enrolled would result in an overall drop-out rate of 7%. But past reports on dropout rates have been based on the October 1 enrollment figure.



5. Increase the average daily student attendance rate for the school system.

ATTENDANCE RATES
(comparing year prior to the Partnership with past year)

	1988-89 (%)	1995-96 (%)	Change
--	-------------	-------------	--------

District	89	90	+1
High School	82	83	+1
Williams	89	91	+2
South ¹		93	
North		92	
Main		90	
Annex ²		90	
Shurtleff	92	93	+1
South		93	
North		93	
Prattville	93	93	even
Burke	91	92	+1

¹ Includes early childhood program classrooms located at the high school.

² The Williams Annex opened in 1992 as a 300-student school for grades 7 and 8. During the 1993-1994 academic year the Williams and Shurtleff schools were divided into smaller schools, each with its own principal. In order to compare 1993-1994 and subsequent data to 1989-1990 data, the attendance rates for each component elementary school have been averaged together to produce a number that corresponds to the 1989-1990 school configuration.



6. Increase the number of high school graduates from the school system.

<u>Graduating Class</u>	<u>Number of Graduating Students</u>
1989	133
1990	175
1991	156
1992	143
1993	171
1994	119
1995	142
1996	140

As part of our curriculum reform efforts, this past year Chelsea High School converted from a trimester to a semester system of instruction. Under the trimester system students were able to earn partial credits; but this practice was eliminated by the semester system and may account for the decrease in the number of students who graduated this year. Currently 12 students enrolled in the summer school program will be able to graduate this year upon successful completion of their coursework. The High School also implemented this year a final examination policy that while a necessary and welcome change may have depressed the graduation rate somewhat.



7. Increase the number of high school graduates from the school system who go on to attend four-year colleges.

Statistics on post-graduation activities are based upon the self-reported plans of the graduating students and are collected by the high school guidance department. Although this goal calls for increasing the number of graduates who go on to study at four-year colleges, it is important to note the post-secondary education plans of all students. Many of those who attend a two-year school will transfer to a four-year school.

PERCENTAGE OF CLASS AND NUMBER OF STUDENTS GOING ON TO POST-SECONDARY EDUCATION

Class Year	Percent of Class	4-Year College	2-Year College	Other Post-Secondary
1989	52.6%	28	35	7
1990	53.1	40	35	18
1991	60.8	46	30	19
1992	60.1	35	43	8
1993	66.7	53	44	17
1994	72.3	41	39	6
1995	73.7	41	47	17
1996	77.0%	37	57	14

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8. Increase the number of job placements for graduates of the school system.

These data need to be viewed in the context of Goal 7. As the number of graduating seniors going to post-secondary education increases, the percentage of graduating seniors who might seek work immediately following high school will decrease. Thus, the most important measure for this goal is the number of seniors listed under "Other or Not Available." This figure, representing one percent of the senior class this year, shows that most seniors leave Chelsea High School with plans for their futures and a sense of direction for their lives.

JOB PLACEMENTS FOR GRADUATES OF THE SCHOOL SYSTEM

Year	Work	Military	Percent of "Other or Not Available"
1989	36	6	15.0%
1990	38	1	24.5
1991	41	9	7.1
1992	34	8	3.5
1993	46	4	0.6
1994	22	4	5.9
1995	26	7	2.8
1996	26	4	1.0%



9. Develop a community school program through which before school, after school, and summer programs are offered to students in the school system and through which adult education classes for inhabitants of the city are offered.

During the 1995-1996 school year more than 4,292 students and adults participated in before and after-school programs, summer camps, and adult education programs. The early childhood education program remains a strong component of the educational system in Chelsea and the cornerstone of the Partnership's work.

The School Department's Early Childhood Program serves over 400 three- and four- year old children from Chelsea. To ensure that Chelsea's resources are effectively used, the city's Access and Options program continues to connect the School Department, Head Start and private providers for resource sharing and joint planning and training. This past year the School Department's extended day program developed a joint program with Head Start to provide transportation for children who participate in each program and the Early Childhood Resource Center is open to all early childhood providers in the city. The School Department's resource center provides training programs for teachers, paraprofessionals and parents, and materials to establish classroom take-home libraries.

In the 1995-1996 school year the before and after school program has continued to improve and expand. The program runs from Monday through Friday and is entirely funded by the School Department; families are asked to pay only a \$3 fee to defray the cost of supplies and materials. No child is ever turned away from the program; and for families who cannot pay, the \$3 fee is waived.

The before and after school program offers a wide range of educational options for students at all grade levels and at each school. The Homework Center is open before school, Monday through Friday, from 7:30 AM to 8:08 AM for all students who would like assistance with their homework or long term projects. Two afternoons a week the Center is also open from 3:00-5:00 PM at the Chelsea Public Library. Chelsea's students may also choose to get a jump start on learning a foreign language, explore their talents and refine their art skills,

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learn more about rhythm and music, join a recreation program, or to participate in the sailing or computer club. The School Department continues to rent the YMCA building Monday through Friday from 2:30-5:00 PM for use by Chelsea's children. Children can play basketball, swim in the pool, or use the track free of charge and with adult supervision.

10. Identify and encourage the utilization of community resources.

Boston University continues to publish the newsletter *Our Schools* on a quarterly basis.

The Partnership recognizes and supports the important place of parents play in helping to establish agendas for their children's learning at home and at school through their work on committees and advisory councils. Over the past year and a half, parent participation in the school system has continued to increase. The Chelsea Education Advisory Council's (CEAC) membership has increased and many new participants include parents from a variety of cultural and linguistic backgrounds.

The Boston University/Chelsea School Dental Program, initiated in April 1991, has now completed its fifth year. The program originally was planned to reach students in elementary grades; but has expanded and now provides dental services for early childhood, including Head Start, elementary grades, and Chelsea High School. During the 1995-1996 school year, the program provided screening, education, referral and follow-up services to over 2,000 students. Each child screened received one-on-one dental education; and classroom education sessions were provided by dental hygienist, Maureen Donovan, at the request of classroom teachers. Follow-ups were conducted on students who received treatment the previous school year to assure that any additional required treatment was completed.

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11. Establish programs that link the home to the school system.

In October 1994, at the request of the Chelsea School Committee, the Assistant Superintendent for Pupil Personnel Services, Irene Cornish, investigated methods and strategies to increase parental involvement in the schools. As a result, the Home/School Collaboration Committee was formed. The committee, co-chaired by Barbara Krol-Sinclair and Irene Cornish, has developed a Mission Statement and practical means of supporting home-school collaboration. The committee consists of a broad-based group of parents, school staff, and administrators.

During the 1995-1996 school year the committee worked to develop goals for school staff and principals to pursue district-wide. School building action teams were formed to support the achievement of these goals. As the school district prepared for the transition to the new schools, the Home/School Collaboration helped to involve parents in the transition and in activities that expanded parent participation. The Collaboration's goals for the 1995-1996 school year included:

1. Aid for parents in the transition to new schools scheduled to open in the fall of 1996; parents received updated information on construction, school opening and student assignment through written and oral communication;
2. Development of a system for parent involvement that includes all groups of parents; principals and school staff provide assistance and material support;
3. Involvement of parents in their children's education by conducting a parent survey to determine the extend of parental involvement in the education of students and then providing increased opportunities for such involvement.

The Chelsea Public Schools also participate in the Massachusetts Parent Involvement Institute and, as a result, a series of monthly parent workshops has been instituted and designed to inform parents about how children learn, how various subjects are taught and what specific strategies parents can use to help their children learn at home.



The Parent Coordinator position of the Home/School Collaborative has been redefined to include responsibility for: (1) contacting parents new to the school system and answering questions they may have and, (2) serving as a resource for parents with questions about the new schools. In addition, a supplement entitled *Working Together* was published in the spring of 1995 as part of the *Our Schools* newsletter—a quarterly school news publication issued in four languages and mailed to every household in Chelsea.

The Intergenerational Literacy Program, directed by Dr. Barbara Krol-Sinclair, encourages parents to get involved in their children's education. The Program teaches parents methods and strategies for helping their children with school work. For example, the program organizes before-school coffee hours to give parents and principals an opportunity to discuss how parents can participate and support the learning that goes on in their child's classroom. Parents are encouraged and given opportunities to participate in classroom activities and learning. The program also provides parents with extensive literacy education so that parents have greater employment and educational opportunities. Since 1989 more than 1,000 families have been served by the program. In the 1995-1996 academic year the program served 189 families and at the conclusion of the year there was a waiting list of over 200 for the coming academic year.

A wide range of programs and opportunities is now available for parents who wish to be involved in the school system.

12. Decrease teacher absenteeism in the school system.

AVERAGE DAILY ATTENDANCE FOR TEACHERS

1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
95.47%	95.78%	93.81%	94.86%	94.78%	96.07%	96.25%

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PHYSICAL CHEMISTRY

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13. Improve the financial management of the school system and expand the range of operating funds available to the school system.

For the eighth consecutive year under the Boston University/Chelsea Partnership the School Department completed the academic (and fiscal) year with a balanced budget. Assistant Superintendent for Finance and Operations Gerald McCue continued to streamline and improve business operations. Over the course of the academic year the Business Office developed a financing plan for the operation of the new Chelsea schools and worked collaboratively with the City of Chelsea Budget Office to support the city's new capital planning process. The Chelsea School Department operating budget in 1995-1996 was \$23,450,946, nearly 82 percent greater than in 1989-1990 when Boston University first accepted responsibility for the system. Over the course of the Partnership Boston University has raised over \$10 million in grant and gift funding. In addition, University in-kind contributions to Chelsea total over \$8 million. Outside funds raised through competitive grant proposals to public and private agencies submitted by the School Department's grant writer totaled \$489,403 during the 1995-1996 academic year. Of particular note were two substantial gifts, one an anonymous gift of \$750,000 to support the construction of the Early Learning Center and the other a \$2 million Annenberg Challenge Grant, announced in mid-August. Both were secured by Boston University. This grant will support professional development programs, the Intergenerational Literacy Program, and will provide for expanded offerings in art and music for the Chelsea schools.



14. Increase salaries and benefits for all staff, including raising the teacher salary average to make it competitive with the statewide average.

This past year the Partnership made significant progress toward the achievement of this goal for teachers, administrators and support personnel. Individual employment contracts have been negotiated with each principal. The contract with represented administrative personnel continues in effect until June 1997. Collective bargaining agreements have been ratified for several of the represented employee groups (teachers, custodians and food service). Negotiations with the paraprofessionals were recently completed and the contract ratified by the bargaining unit in the last week of August. Negotiations with the clerical employee unit have commenced and are expected to be completed by early fall.

The Partnership has made significant progress toward long-term collective bargaining agreements with each represented employee group. Three-year agreements (the maximum length allowed by law for public sector employees) effective through June 30, 1999, have been negotiated with the Chelsea Teachers' Union for teachers and with the American Federation of State, County and Municipal Employees for two separate units: cafeteria workers and custodians. These agreements were entered into with full cooperation and support of the City Manager. The main objectives reached through these agreements are economic stability and predictability for the City, schools and employees, as well as the elimination of the rancor associated with unresolved contract negotiations.

The new teachers' agreement provides major improvements in salaries and benefits for teachers as well as improvements in critical areas which address management concerns. Under the terms of the new agreement, all teachers receive a three percent salary increase in each year of the contract and career teachers will be eligible to receive additional salary increases from a pool equal to two percent of the teachers' payroll if they are identified as merit teachers through a newly agreed upon screening procedure. A major feature of the new contract is a provision that gives daily planning and development time to all teachers who serve at the elementary level. Finally, instructional time at the elementary and high school

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level was increased by five minutes. This brings the total increase in instructional time to thirty-five minutes per day at the elementary level.

In each of the agreements, improvements were made in the management of attendance, leaves of absence and performance appraisal.

Because no new comparability data on statewide average salaries is available, no new meaningful comparison can be made at this time. The state's latest available statistics, covering the period from 1989 to 1994 show Chelsea's average teacher salary increasing by 31.6% while statewide it increased by 21.1%. During this same period, the state reports that Chelsea's increase was the highest among surrounding communities. (As reported in the *Massachusetts Department of Education School District Profiles*, increases in average teacher salaries for these communities ranked as follows: Chelsea 31.1%; Malden 30.4%; Winthrop 19.7%; Revere 18.1%; Somerville 15.6%; Medford 7.5%; and Lynn 4.0%.) In light of the level of salary increases awarded to teachers in surrounding communities in recently negotiated contracts, the Partnership is confident that the average salary for first-year and career Chelsea teachers will remain competitive both statewide and with surrounding communities.

Salaries for all paraprofessionals, clerical and secretarial and custodial employees are now equal too better than those in surrounding communities.

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LECTURE NOTES

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15. Construct effective recruiting, hiring, and retention procedures for all staff members.

In August of 1995 the School Department appointed Mrs. Tina Sullivan as Director of Personnel. Hiring procedures have been made substantially more consistent and systematic under her direction. Because of progress made in compensation and in benefits Chelsea staff members enjoy a work environment that offers suitable compensation as well as opportunities for advancement and professional development. Chelsea school employees now participate in the expanded City of Boston health care system which provides better coverage at lower cost to employees. This year the Personnel Office has for the first time used the Internet as an additional recruitment tool. Currently the office receives an abundance of applications for open positions although there remains a relative shortage of qualified bilingual candidates for specialists in areas such as speech and occupational therapy. The School Department remains committed to the goal of recruiting affirmatively.

Staff retention in the Chelsea School Department is reinforced by the School Department's commitment to increase teacher pay—reflected in collective bargaining agreements—and by the broad palette of professional development opportunities.

16. Establish student assessment designs and procedures that are of assistance in monitoring programs and that act as incentives for staff members in each school.

The 1995-1996 school year marked the implementation of a comprehensive district-wide assessment program. Student assessment relies upon a research-based combination of nationally standardized achievement testing in grades 3 through 10—that is administered in a reliable matrix-sampling—and grade level performance assessment. In grades 1 through 8 in both mathematics and literacy, grade-level performance assessments are now being administered by classroom teachers and district lead teachers.

For the first time since the formal work of the Partnership began, a comprehensive curriculum compliance review has been implemented to determine how well the established curricula in literacy and mathematics have been implemented and what areas of professional development need to be emphasized over the next two years. Results indicate that the district needs to give particular attention to literacy instruction and mathematics instruction in grades 5 through 7. Teachers in the transitional bilingual education program, teachers of English as a second language, and special education teachers also need further training in the use and implementation of teaching models and strategies that the district has established.

To encourage teachers to participate in professional development programs, the district is instituting as part of the new union agreement with the Chelsea Teachers' Union a peer review merit system that will offer the dual rewards of promotions and increased pay for teachers who demonstrate excellence in teaching and school leadership. Furthermore, under the leadership of the Title I program, the district is developing a coaching and mentoring program throughout all grades that will allow teachers to observe and discuss identifiable *best practices* in all types of classroom settings. Incentives for teachers to participate in training and to improve their teaching are stronger than ever because the results of individual classroom performance assessments are in their hands and in the hands of their supervising principals.



17. Seek to expand and modernize physical facilities in the school system.

On September 3 all Chelsea students in grades 1-12 begin school in entirely new facilities. These new buildings, the first in Chelsea since 1909, include a four-school elementary complex, two middle schools, and a high school, and are extensively equipped with state-of-the-art computer networks as well as state-of-the-art climate controls and fire suppression systems. The buildings are simple and straightforward by design and will significantly simplify and enhance the work of teachers and administrators. The simple fact that grade configurations are now consistent from school to school will improve coordination of curriculum and instruction district-wide. The new buildings offer dedicated music, art, science, language, and computer rooms as well as spacious, well-appointed teacher rooms. All classrooms are equipped with computers, telephones, intercoms, and video monitors. A challenge facing the district will be to use effectively the new technology in the new facilities. There is no other district in which all facilities have been replaced at one time. The move into new facilities (for grades 1-12) was completed in the summer of 1996 in time for opening day on September 3. As of late August 1996 the building project was on schedule and on budget.



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The Boston University/Chelsea Partnership

Sixth Report to the Legislature

September 1, 1997



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This document is the sixth report of the Boston University/Chelsea Partnership as required by the enabling legislation (Massachusetts General Laws of 1989, Chapter 133, Section 13) that authorized the formation of the Partnership. A report is required annually beginning September 1, 1992 and hereafter through the completion of the Partnership.



Boston University

School of Education
605 Commonwealth Avenue
Boston, Massachusetts 02215

Office of the Dean



From the Chairman of the Management Team

The 1996-97 academic year in Chelsea was a year of adjustment and change. Every single Chelsea student began the school year at a different site from the year before. Over the course of the summer preceding school opening, school administrations were reconfigured and students reassigned to the new buildings. Not only were all students in new or different settings, all teachers and administrators were in new settings and in new teams. Over the course of the year, these teams learned to work well together in our fine new facilities.

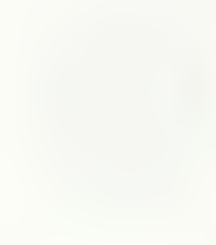
Much time and energy was spent this year on the important task of building a student database and record-keeping procedures that will enable us—indeed they are enabling us already—to assess and track individual student performance. We account for enrollment and transiency with far more precision than in the past.

We begin the new academic year aware that much has been accomplished to provide a foundation for learning, but very much concerned over results in testing that tell us how much remains to be done. Our improved capacity for analyzing information is already giving us insights into how we can better serve the children and young people of Chelsea.

Sincerely,

A handwritten signature in cursive script, appearing to read "Ed Delattre", with a long horizontal flourish extending to the right.

Edwin J. Delattre



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HIGHLIGHTS

The 1996-1997 school year in Chelsea was a year of adjustment and huge change. The long-awaited move to state-of-the-art facilities did not mean simply that the staffs (or students) of Chelsea's schools were able to move as discrete, intact units. Because the old schools had over the course of 90 years evolved into a hodgepodge of inconsistent grade groupings of widely varying sizes, all Chelsea's schools were entirely reconfigured to conform to the district's new geography. This meant that preceding the move, all school administrations were necessarily restructured with principals, administrators, and teachers assigned in new combinations. Thus 1996-1997 was a year in which new teams learned to work with one another, laying the foundation for long-term stability in the new facilities. In addition, thousands of schoolchildren were reassigned to new buildings in a painstakingly thorough process that required thoughtful and extensive work to ensure clarity of communication with parents and guardians in the multiple languages of Chelsea. The 1996-1997 school year was the first year in which large numbers of Chelsea's elementary schoolchildren were transported by bus. It was necessary, therefore, to introduce and, through consistent attention, refine and improve a bus transportation system. An unwanted but nonetheless useful test of the school system was the evacuation on Thursday, February 27, 1997, of the Mary C. Burke Elementary Complex due to an externally caused air quality problem. Some 2,300 elementary schoolchildren were evacuated and relocated to the Chelsea Armory. The orderliness and calmness of this evacuation were confirmation of the capabilities of Chelsea's teachers to function effectively and cooperatively in the face of an unexpected and potentially difficult challenge.

In the midst of the extraordinary change and adjustment for teachers and students, much sound teaching and learning took place. On the basis of the District's own performance assessments it can be reported that in grades 1-8 large majorities of Chelsea's students were reading at grade level. For example, in the eighth grade 70% of students performed in the highest tier of the assessment, receiving a 'no help' score. In addition, a total of 94% of students in the eighth grade were reading at grade level, meaning they placed in the top two tiers of the literacy performance assessment. This is, in the judgment of the Management Team, encouraging, but it is by no means reason for complacency. All of Chelsea's children need to be reading at high levels. Performance on state-mandated Iowa tests confirmed that majorities of Chelsea third graders read basic grade level text, but the overall percentile rankings were the lowest in Massachusetts, in part because of insufficient numbers of advanced readers. At Chelsea High School combined average SAT scores rose from 778 to 802, continuing a positive trend.

A year ago, an advanced placement (AP) program was reintroduced into Chelsea High School after a lengthy absence, and this past year that program was greatly expanded. Thirty-nine students enrolled in these courses--a three-fold increase from last year--and they took a total of 42 AP exams. This year, eight students scored 3 or better on exams in four of the course areas offered, qualifying them for advanced placement college credit. No students scored 3 or better in the inaugural year of the program.



A significant achievement for the Chelsea School Department in the 1996-1997 school year was the construction and refinement of an accurate student information database that now makes it possible to track enrollment, mobility, and student test performance with significantly greater accuracy. Of equal or greater importance is the utility of this database for increasingly sophisticated analyses of assessment data. Ongoing concerns in the interpretation of assessment data are high rates of mobility in and out of the system and the impact of language. The majority of Chelsea's children come from homes in which English is not the first language. Thus, the system's ability to analyze data about language in order to improve instruction is critical.

OVERVIEW

Amid an abundance of ventures in school reform--charter schools, pilot schools, magnet schools, schools-within-a-school--the Boston University/Chelsea Partnership continues to stand out. In various locales throughout the country, individual schools have been entrusted, sometimes permanently or indefinitely, to the management of for-profit companies. In Chelsea, an entire urban school system has been entrusted, for a fixed period of time, to management by a university.

This singular partnership arose from the profound problems besetting Chelsea and its schools in the late 1980's. A city of 40,000 residents bordering Boston, Chelsea has long been a home for new immigrants and has a proud tradition of helping them to integrate into American society. But poverty, crime, corruption, and other urban ills combined to bring Chelsea to a point of fiscal collapse and political paralysis. In September of 1991, the City of Chelsea was placed into receivership by the Commonwealth of Massachusetts.

Four years earlier, the Chelsea School Committee had gone in search of outside help. The School Committee asked Boston University to examine the Chelsea schools and to make recommendations for reform. The University found a foundering school system, unable to rescue itself.

The Chelsea School Committee, upon review of Boston University's report, asked Boston University to take on the challenge of managing the Chelsea schools. A ten-year contract was concluded, and the necessary enabling legislation was passed by the legislature and signed into law by the governor. In 1989, the Boston University/Chelsea Partnership was launched.

Under the Partnership, an independent non-profit university manages the Chelsea schools, but the Chelsea school system remains public. Its schools are open to any child living in Chelsea. Its teachers and other employees work for the City of Chelsea. Its administration is subject to the laws governing all public school systems in Massachusetts. And the citizens of Chelsea continue to have a strong voice in the running of the schools. At least once a month, a public meeting is held by the Management Team, the body of experts appointed by the University to establish policies for the schools. A member of the School Committee participates actively in these meetings as the Committee's delegate, and any resident of Chelsea can raise any school-related issue. The School Committee retains the right to override, by a two-thirds vote, the policy decisions of the Management Team. And by simple majority vote the School Committee can, at any point, terminate the Partnership.

Instead, the School Committee has chosen to extend the Partnership. Following public hearings in the spring of 1997, the School Committee voted unanimously to request a five-year extension of the contract with Boston University. The City Council concurred, and Boston University acceded to the request. Enabling legislation was

enacted; and on July 9, 1997, a contract extension was signed, continuing the Partnership through the 2002-2003 school year.

This continuing Partnership is a re-affirmation of the possibilities of public education, a re-assertion of the American ideal of the common school. It originated in the belief that public schools should still aspire to excellence, and not only in affluent suburbs but also in poor cities. It will culminate in the return of a revitalized school system to the full control of the elected School Committee. This restoration of a severely ailing school system to vigorous health is to be achieved, not through the quick fix, the glitzy makeover, but by the patient cultivation of sound habits, intelligent practices, by all those involved in public education in Chelsea.

Chelsea, then, is a crucible for the reform of public education in America. It is the particular responsibility of the public schools to overcome the obstacles to equality of opportunity, and in Chelsea those obstacles abound. Many children in Chelsea are born into poverty: 85% of Chelsea students are eligible for free or reduced-price lunches. Many are members of minority groups: 63.5% of the students are Hispanic, 10.3% are Asian American, and 7% African American (according to a 1994 School District Profile created by the Massachusetts Department of Education). Many have a first language other than English: over two-thirds of the students come from homes in which the primary language is Spanish, Vietnamese, Khmer, or some other language besides English. Many endure instability in their lives: in the 1996-97 school year, the mobility rate--the percentage of the school population transferring into or out of the school district--was 32.9%. All of these circumstances add to the challenge facing the Partnership. But they also give special meaning to public education in Chelsea: here is where public education can fully live up to its promise to provide equality of opportunity, especially if the pupils become fluent in English as rapidly as possible.

What follows is a progress report on the continuing efforts in Chelsea to redeem that promise.

GOALS

The 1989 enabling legislation enumerated 17 long-term goals for the Partnership. They fall into five broad categories.

A. The conditions of learning

To succeed in school, students must arrive ready to learn. Historically this has been the responsibility of the home, but for various reasons many parents find it difficult to provide sufficient nurturing and stimulation to prepare children for school. It thus falls to the schools to share in this responsibility and to assist parents in doing their part. Thus, the enumerated goals include

Developing a community school program through which before-school, after-school, and summer programs are offered to students in the school system, and through which adult education classes for residents of the city are offered. (Goal #9)

Establishing programs that link the home to the school system. (Goal #11)

B. The conditions of teaching

Just as teachers must be prepared to learn, so teachers must be prepared to teach. A successful school system, then, must be able to attract and retain highly qualified teachers, and must encourage and enable them to grow as teachers. Thus, among the enumerated goals are

Construction of effective recruiting, hiring, and retention procedures for all staff members. (Goal #15)

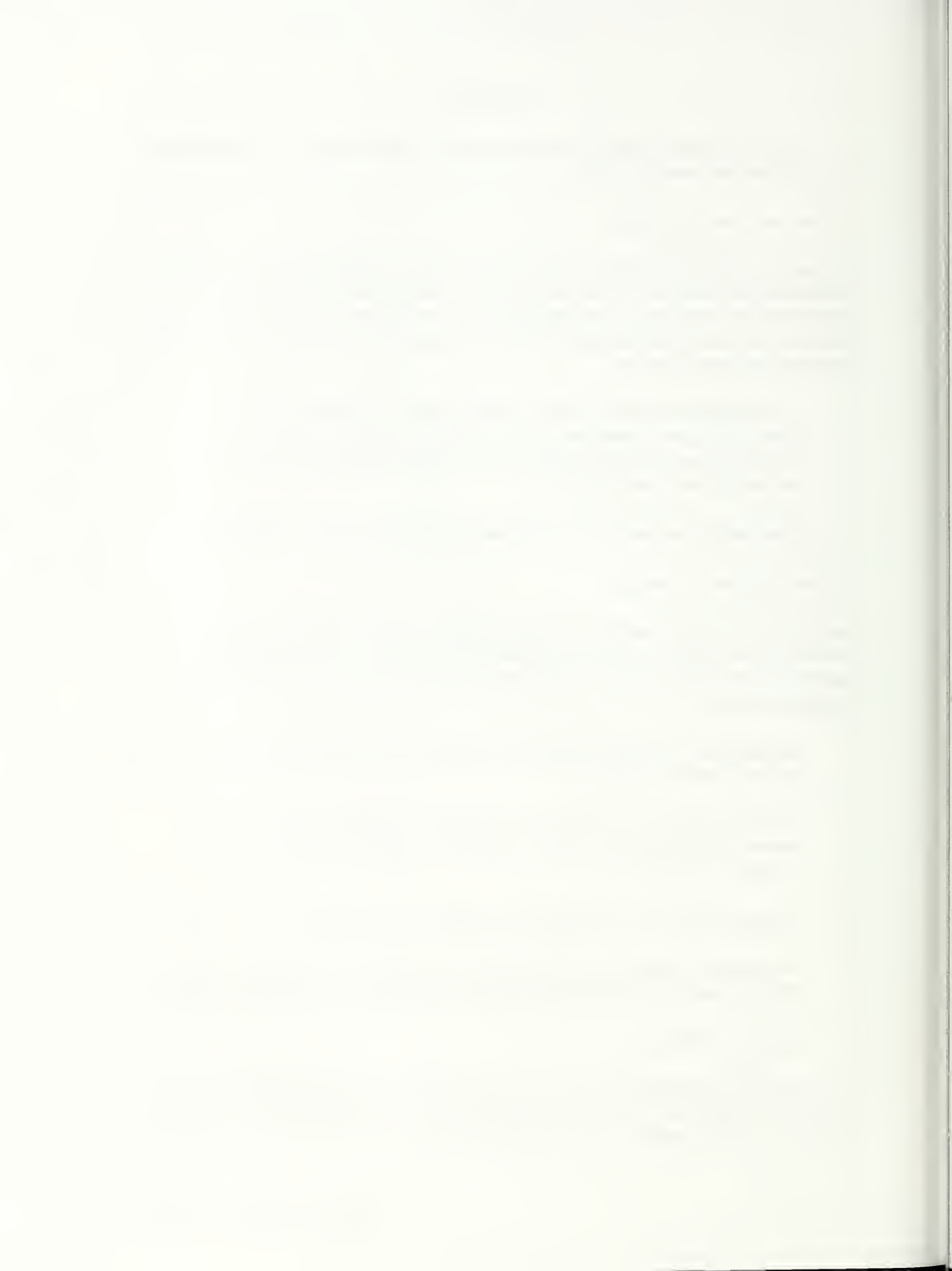
Increasing salaries and benefits for all staff, including raising the teacher salary average to make it competitive with the statewide average. (Goal #14)

Decreasing teacher absenteeism in the school system. (Goal #12)

Establishing programs for the professional development of school personnel and for the expansion of learning opportunities for parents. (Goal #2)

C. The means of education

When students are prepared to learn and teachers prepared to teach, the situation is ripe for success. Students and teachers must then be given the necessary means of education, both tangible and intangible. Thus, two of the goals are



To seek to expand and modernize physical facilities in the school system.
(Goal #17)

To revitalize the curriculum of the city's school system. (Goal #1)

D. Sound administration

These goals require that the requisite resources be available and used effectively. It is the particular responsibility of the school administration to see that this happens. Hence, three further goals

To improve the financial management of the school system and expand the range of operating funds available to the school system. (Goal #13)

To identify and encourage the utilization of community resources. (Goal #10)

To establish student assessment designs and procedures that are of assistance in monitoring programs and that act as incentives for staff members in each school. (Goal #16)

E. Results

The ultimate goal of a school system must be to prepare students for further learning and for productive, responsible, and fulfilling lives. Various indices can be used to gauge how successfully a system does this. Hence the goals include

Improving test scores of students in the school system. (Goal #3)

Decreasing the dropout rate for students in the school system. (Goal #4)

Increasing the average daily student attendance rate for the school system.
(Goal #5)

Increasing the number of high school graduates from the school system.
(Goal #6)

Increasing the number of high school graduates from the school system that go on to attend four-year colleges. (Goal #7)

Increasing the number of job placements for graduates of the school system.
(Goal #8)



PROGRESS

A. The conditions of learning.

Under the Partnership, the Chelsea Public Schools have established a number of programs to help students arrive at school ready to learn: an early childhood education program for three- and four-year olds; a before-school and after-school program for students at all grade levels; an intergenerational literacy program for non-English speaking adults; and an adult basic education program. All of these programs continued in the 1996-1997 school year.

In the 1996-1997 academic year, the Early Childhood Program--the cornerstone of Boston University's effort to reform the Chelsea schools--continued to provide 400 Chelsea three- and four-year olds with a variety of educational opportunities ranging from a two-day per week pre-kindergarten program to an extended day, every weekday program that begins at 7:30 AM and runs until 5:00 PM. It is the largest program of its kind--in proportion to size of the community--in the nation. The essence of the program is a curriculum developed at Boston University. This curriculum is explicitly designed to provide children with educational content so that they develop command of language, motor skills, and basic numeracy before entering the primary grades.

One of the challenges in measuring the effectiveness of this program is mobility rates in Chelsea. Movement of children in and out of Chelsea has meant that numbers of children in elementary school who have participated in the early childhood program are quite small, making the establishment of statistical significance problematic. For example, only 15% (50 out of 332) of the students tested on the 1997 Iowa Third Grade Reading Test had participated in the Early Childhood Program at least from age 4. Nonetheless, preliminary assessment supports the common sense inference (supported by the accounts of primary grade teachers) that children who have had the full benefit of the program do well in subsequent grades. For example, nearly half (48%) of the children from the program tested on the Iowa Reading Test were "Advanced" or "Proficient" readers--a markedly higher percentage than the overall district rate of 33%.

The School Department is steadfast in emphasizing that the program is educational in content and not simply a day care facility. Parents, teachers, and local leaders have in recent years consistently supported and endorsed the program based on its performance. In the initial years of the Boston University/Chelsea Partnership, questions were raised about the need for such a non-mandated program. But in 1995 the Chelsea School Committee voted to make a long-term commitment to early childhood education beyond the span of the original Boston University/Chelsea Partnership.

The before-school and after-school program, which also includes an extensive summer component, offers both academic enrichment and remediation. For the past five years, the program has provided a morning homework center and, for the past ten years, afternoon literacy and math centers. This year the program was reconfigured as a discrete

The first part of the book is devoted to the study of the properties of the function $f(x)$ defined by the equation $f(x) = x^2 + 1$. We shall see that this function is strictly increasing on the interval $(-\infty, \infty)$ and that it is concave up on the same interval. These properties will be used to show that the function has a unique minimum at $x = 0$.

In the second part of the book, we shall study the properties of the function $f(x) = x^3 + 1$. We shall see that this function is strictly increasing on the interval $(-\infty, \infty)$ and that it is concave up on the interval $(-\infty, 0)$ and concave down on the interval $(0, \infty)$. These properties will be used to show that the function has a unique minimum at $x = 0$.

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enterprise, with its own principal and staff, to enable it to expand programming at all school sites. Students performing below grade level can receive remedial assistance from teachers well-trained in the literacy and mathematics programs. Courses, clubs, bands, choruses, and other activities are provided, enriching education and strengthening learning habits. Opportunities are increasing for students at the middle schools and high school to participate in supervised school-to-work programming. And non-native speakers of English are gaining greater opportunities to improve their knowledge of their native tongues.

The Intergenerational Literacy Program (ILP) helps adults to learn English and to become involved in their own children's education. This year 212 adults participated in the program, and 250 related children simultaneously received childcare emphasizing language and literacy development. One pre-kindergarten class was housed at the ILP Center to encourage parents with young children to participate, and three first-grade teachers at the Burke Elementary Complex initiated home-school partnerships on the ILP model.

The Adult Basic Education (ABE) served a total of 354 students throughout the 1996-1997 school year, and students put a total of 30,344 hours into the program's classes. At the beginning of each program year, the proposed hours that students will attend classes are submitted to the state's Department of Education (DOE). At the end of the year, DOE tallies actual attendance hours and produces a percentage of attendance. The statewide average of attendance for all adult education programs for 1996-1997 was 68%. The Chelsea Adult Education Program ended the year with an impressive 93% attendance rate, a significant improvement over last year's 80% rate.

Students join the program with a number of different goals that include gaining reading and math skills to be able to help their children with homework, working toward taking and passing the GED, gaining skills for the job market, and learning English as a Second Language.

B. The conditions of teaching

Under the Partnership, the Chelsea Public Schools have established a comprehensive professional development program, involving after-school workshops, summer institutes, and financial support for part-time study at local universities. Boston University faculty provide valuable expertise, and the University offers scholarships to Chelsea teachers, administrators, and staff.

Increasingly, Chelsea teachers are learning from other teachers. To provide continuous on-site and classroom support, the district designates lead teachers whose primary duties include co-teaching with regular classroom teachers, leadership of the respective disciplinary curriculum committees, and direction of after-school and summer workshops that link content and pedagogy to daily classroom practice. Boston University

faculty train the lead teachers to direct professional development programs and to ensure overall compliance with emerging curricula.

Project Fishbowl, a new program this year, enables teachers to observe outstanding teachers in Chelsea and to compare notes on what works and does not work in the elementary literacy classroom. Teachers from over a dozen other school districts also participated as observers, a sign of the value of the program and the quality of the teachers being observed. In the second year of the program, some changes will be made. Released time for observing other teachers will be more limited in order to reduce the need for substitute teachers, and principals will have a more direct role in determining which teachers observe and which are observed. This program will receive high priority, as acquiring literacy in English is the most important single goal for every student.

With the new school buildings comes new technology and the need to train teachers to use that technology. Chelsea technology specialists have offered in-term and summer workshops for teachers, with teachers and administrators from several neighboring school districts also attending. The principle underlying this training is that computers and other technology are an aid to, not a substitute for, effective teaching. At the high school, for example, the Geographical Information Systems (GIS) Program has proved to be a model of how knowledge gained from texts can be put to practical use. In addition, working with emergency personnel from the City of Chelsea, students used computer technology to develop an emergency evacuation plan for the city.

The Chelsea Public Schools have sought, whenever possible, to integrate children with learning and physical disabilities into the regular classroom. All teachers, then, must learn how to instruct children with special needs. In cooperation with faculty from Boston University and staff from the Shore Educational Collaborative, the district has provided extensive workshops for teachers as well as on site-consultations based on classroom observation.

A new program of workshops was inaugurated this year to better acquaint teachers with the cultures of Chelsea's many immigrant communities, particularly the newer ones. Often led by immigrants themselves, the workshops have illuminated cultural differences in order to prevent misunderstandings and facilitate the integration of students into American society, without sacrificing their heritage.

The Chelsea school district also encourages employees to take courses at local universities. One half of the tuition is reimbursed upon successful completion of any course relevant to an individual's school duties. This year the program was extended to include clerical and paraprofessional employees. Boston University offers up to twelve full-tuition scholarships each semester for coursework at the University. All twelve scholarships were awarded during all semesters this year, and the district paid half-tuition (\$35,000) for 90 courses at other institutions. In addition, the school department paid \$575,000 from the operating budget and grant funds for teacher and paraprofessional stipends to attend in-district professional development courses.

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The various opportunities for professional development help to attract and retain talented teachers to Chelsea. But it is also essential to provide competitive compensation and to reward excellence. The abundance of applications for positions in the Chelsea Public Schools and the absence of labor strife attest to the success of the Partnership's efforts in this regard.

With the inception of the Partnership, teacher salaries in Chelsea began to rise. In the first five years (1989-1994), the average salary rose 31.6%, a greater increase than in any of the surrounding communities and ten percent higher than the statewide average. This rapid increase made salaries in Chelsea competitive, and they have remained so in subsequent years.

Chelsea teachers are entering the second year of a three-year contract (the maximum length allowed by law for public employees) negotiated with the Chelsea Teacher's Union. The contract provides a 3% increase in salary each year, with additional merit increases for outstanding teachers nominated by a peer review procedure. A pool of funds equal to 2% of the teachers' payroll has been established for the merit increases. The contract also gives daily planning and development time to all elementary school teachers and increases instructional time by 5 minutes at all schools.

A collective bargaining agreement with represented administrators was in effect through June 30, 1997. Negotiations on a new contract began during the school year, and are expected to be completed by the end of the summer. Individual contracts with school principals were also in effect during the school year, and new contracts were being negotiated during the summer.

The 1996-1997 school year began with collective bargaining agreements already in place with paraprofessionals and custodial and cafeteria employees. An agreement with clerical staff was ratified in the fall. All collective bargaining agreements have included salary increases as well as improvements in the management of attendance, leaves of absence, and performance evaluation. This year a new Dental Insurance Plan was added for all employees.

Salary and working conditions help to attract teachers and other employees to Chelsea, and use of the Internet and contacts with college placement offices have enlarged the pool of applicants. As might be expected, though, there is a shortage of qualified bilingual candidates in areas such as speech and occupational therapy and special needs education. The Chelsea Public Schools remained committed to affirmative recruiting.

Competitive salaries and opportunities for professional development and advancement have helped to retain school employees. In addition, employees were invited this year to list their three preferred assignments to a building and program, and 99% of employees received one of their choices. Turnover this year was only 10%, a

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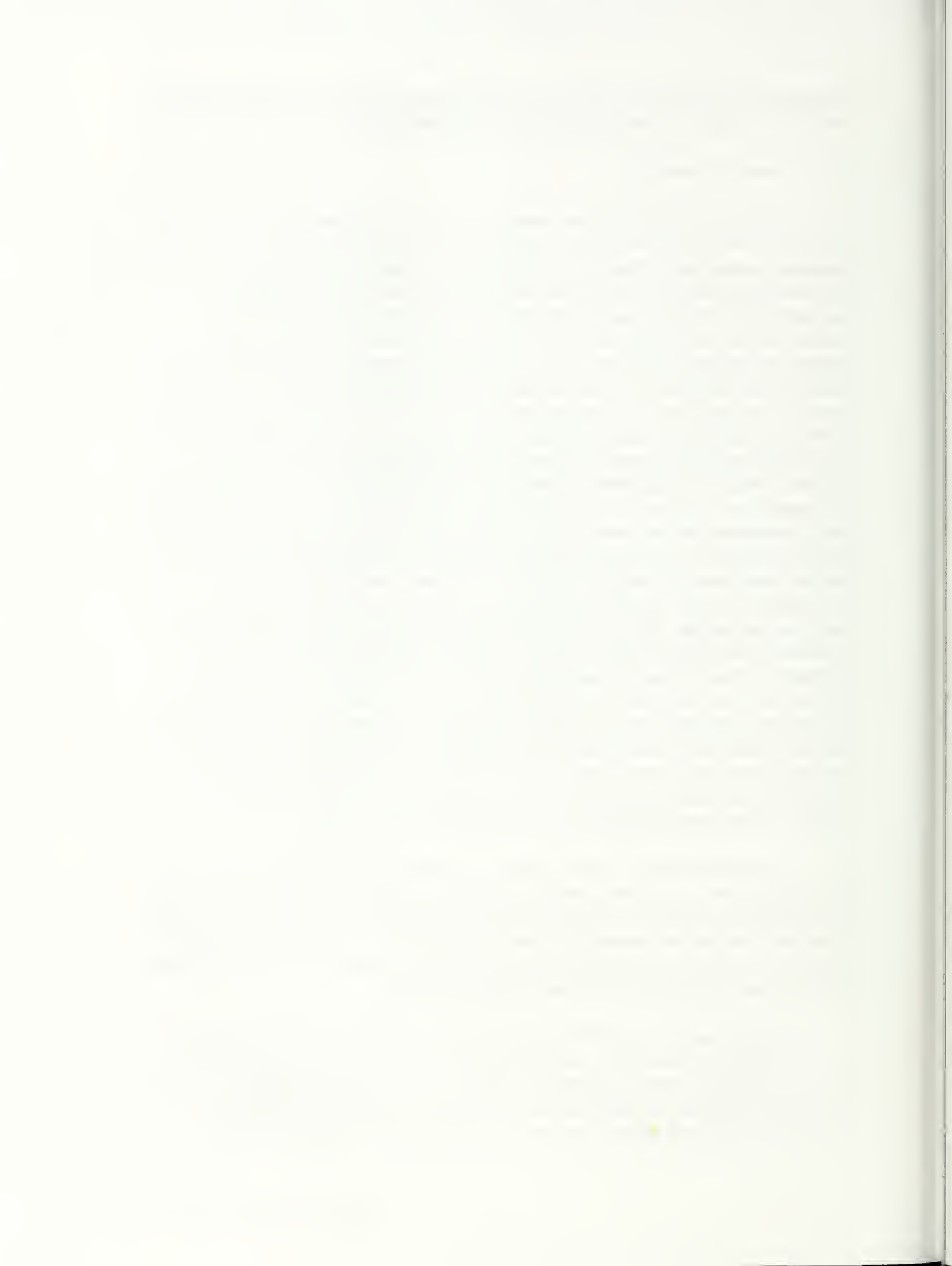
substantial decrease from the previous year. The number of sick days taken per person in 1996-1997 averaged 7.7, down slightly from 8 the previous year.

C. The means of education

In the fall of 1996 all Chelsea students in grades 1-12 began the academic year in entirely new buildings--these include a high school, two middle schools, and four elementary schools at the Mary C. Burke Elementary Complex. This coming fall, pre-K and kindergarten students will, for the first time, attend school in the completely renovated Shurtleff Early Learning Center. This is the culmination of the massive \$115 million building project that has provided Chelsea with the most modern public educational facilities in the nation. This is a dramatic change from the previous reality of decaying facilities which were increasingly difficult to maintain and use. Until 1996 the newest school building in Chelsea had been built in 1909. In the summer preceding the 1996 school opening, the School Department undertook the enormous task of moving the entire district (with the exception of the pre-K and kindergarten classes) into new facilities. One of the significant administrative accomplishments of the Chelsea School Department was to ensure that the massive move was accomplished successfully and that every student assigned to a new building was able to be in his or her classroom ready to learn on opening day. Given the limited manpower of the Department in proportion to the task, there was risk of delay or disruption. Chelsea custodians, teachers, and administrators worked tirelessly--many of them working throughout the summer--to be ready for opening day. In the course of the year, the staff and students experienced occasional disruptions associated with the predictable teething difficulties of new buildings. It was, for example, necessary to recalibrate and relocate smoke and fire detectors to eliminate an early rash of false alarms and evacuations. Because there was no baseline for heating and air conditioning settings, considerable time and energy were devoted to resolving inconsistencies in heating and air conditioning. These difficulties did, on occasion, interfere with instruction. Nonetheless, through the efforts of an increasingly technically proficient maintenance staff, the buildings were effectively "tuned." All the new buildings proved to be fundamentally sound.

Just as the once fine school buildings of Chelsea were crumbling by the time the Partnership began, so too was a once fine curriculum in grave disrepair. Teachers relied upon whatever materials and texts they could summon, and each teacher taught what he or she knew without any regard for a common curriculum or common set of standards. Serious curricular development began first in literacy and mathematics and now includes all instructional subjects from physical education to health.

An intelligently designed curriculum is never fixed and final. It is necessarily a work-in-progress, informed by continuing assessment of classroom results and alive to new knowledge and teaching methods. In Chelsea, curriculum committees, co-chaired by principals and lead teachers, continue to refine the curriculum for each subject, in consultation with Boston University faculty and other experts outside the district. And



this year, a new health curriculum committee was formed in order to integrate the teaching of health into classroom instruction.

At the elementary level, a new two-way bilingual program will begin in the fall of 1997 at the Kelly Elementary School. Starting with fifty first-graders--divided evenly between native speakers of English and of Spanish--the program will combine the normal Chelsea curriculum with intensive language training, in the expectation that each of the students will become fully bilingual. The program will continue through the elementary grades (assuming a sufficient number of students remain in it). Throughout this past year, teachers visited successful two-way bilingual programs in Massachusetts. The best practices they observed will be incorporated into the Chelsea program under the supervision of a new school principal who is fluent in Spanish and English. Parents have responded enthusiastically to this program.

At Chelsea High School, an Advanced Placement (AP) program has been re-introduced after a lengthy absence. A year ago, AP United States history was offered; and this past year, AP English, AP chemistry, and AP calculus were added. AP modern European history will be added in the coming year. The AP courses have, in turn, engendered a series of challenging courses in the 9th, 10th, and 11th grades that prepare students for the college-level work of the AP courses.

Over the past few years, the state Board of Education has been developing curricular frameworks, which will be the basis for statewide mandatory tests. This past year the Board approved a framework for English language arts and for history and social science. Chelsea's curriculum committees devoted the summer of 1997 to a comprehensive review of these new frameworks, to ensure that the Chelsea curriculum is in full compliance with them at all grade levels.

D. Sound Administration

From its inception, the Partnership has expanded the resources of the Chelsea schools, by drawing upon a variety of sources beyond the funds provided by the City and the Commonwealth. A Different September Foundation was established by Boston University to solicit grants and gifts for the Chelsea schools from government, foundations, and individuals. To date \$10.6 million has been raised. Boston University has consistently provided an array of professional and administrative services. These in-kind contributions have totaled \$7.8 million. And the schools have also made use of the energies and expertise of agencies and individuals within the community.

For the 1996-1997 school year, the operating budget of the Chelsea Public Schools was \$27,504,705, an increase of 17.3% from the previous year. This was supplemented with \$3,081,782 in grants from governments, foundations, and individuals.

The budget increase has been put to good use. There are now 640 computers throughout the district available for instructional use. Over \$150,000 was spent on

purchasing new books for the libraries. In conjunction with the systematic revision of the curriculum, the district has used Education Reform Act monies to ensure that every student in Chelsea has textbooks that are challenging, current, well-written and well-organized.

This past year A Different September Foundation successfully applied for the largest grant in the history of the Partnership: two million dollars over three years from the Annenberg Foundation to support the Intergenerational Literacy Program, professional development, and art and music programs. Other grants support such programs as the Early Childhood Program, curricular reform, career development, educational and technical consultants.

The Chelsea Public Schools have ongoing partnerships with the Chelsea Police Department and Chelsea Fire Department, including collaboration on drug education and gang prevention programs. Representatives of the Police Department and the Public Schools meet monthly, and police liaisons with all of the schools strengthen the community policing program. The Chelsea Fire Department, together with Whidden Memorial Hospital, has helped to establish a Cardiac Survival Project, in which students learn about nutrition, exercise, and safety. The program culminates in a CPR course for all ninth-graders. A fire prevention program for second-graders will begin in the coming school year.

The Chelsea Public Schools have also forged ties with local institutions and community organizations. Representatives of Massachusetts General Hospital serve on the school department's Health and Human Services Committee. School personnel and the staff of ROCA (Reach Out to Chelsea Adolescents) consult with each other and share programming space. The Partnership is a member of the Chelsea Human Services Collaborative and participates in its programs.

Parents and other citizens of Chelsea are also a valuable resource. To encourage community involvement in the schools, the Partnership established a quarterly newsletter, *Our Schools*, which is distributed to every household in Chelsea. It is available in English, Spanish, Vietnamese, and Khmer. The Partnership has also encouraged parents to participate in the Chelsea Education Advisory Council, which solicits input and advice on policy and administrative matters ranging from attendance to bus routes. And the monthly meetings of the Management Team, the policy-making body for the Partnership, provide a regular opportunity for members of the community to express their views.

The ultimate measure of whether all these resources are being effectively used lies, of course, in the achievements of the students. An assessment program is essential, then, to gauge the effectiveness of particular programs, curricula, and teaching methods, and to guide administrators in establishing and modifying educational policy for the school district. Chelsea administrators, working closely with teachers and Boston University faculty, have implemented a comprehensive assessment program, combining performance assessments with standardized tests.

The Education Reform Act of 1993 mandates a systematic revision of the statewide assessment program. As the new statewide program develops, Chelsea will continue to adjust its assessment program to ensure that comprehensive data are maintained without undue sacrifice of instructional time. For example, this year the state introduced the Iowa battery of tests for the third and tenth grades. Accordingly, Chelsea discontinued the California Achievement Tests in those grades, as the two tests would be redundant. But even if the state were to eliminate the Iowa tests down the road, Chelsea would continue them for at least the third grade, in order to maintain a valid baseline of measurement.

To determine the impact of the early childhood program on readiness to learn, social and physical development, and subsequent success in school, the Partnership has commissioned a three-year study by Abt Associates of Cambridge. The study began in 1995, establishing baseline data against which the progress of children in the early childhood program will be measured over time. The results of this study will inform future decisions about the content and methods of the program.

To make full use of assessment data, individual results are essential so that correlations can be established between achievement and other factors. Achievement may be affected, for example, by how long a student has been speaking English, or how long he has been in the district; but aggregate results obscure the impact of such factors. Fortunately, the new statewide testing program will provide reports of individual scores. And over the past year, in a major effort, the Chelsea school department painstakingly reconstructed its student information database to make it a genuinely detailed and accurate fund of information and, therefore, a genuinely useful tool for increasingly sophisticated studies of assessment results. The building of this base has also made possible effective use of its internal assessment results.



E. Results

Learning by nature is progressive, each stage leading to the next. Students acquire new knowledge and abilities by making use of existing knowledge and abilities. This cardinal principle guides the work of the Partnership. One of its first priorities was to establish a program of early childhood education as a foundation for students' future chances for success. In grades one through eight the emphasis has consistently been upon literacy and numeracy. Success in all other disciplines depends upon achievement in those two fundamental disciplines. As students move from early childhood education through the elementary grades into high school, their achievements should reflect the solid grounding of their prior years.

Chelsea's program of assessment attempts to measure incremental gains in order to inform appropriate revisions both to teaching and the curriculum. It was with grave concern and deep disappointment that Chelsea's teachers and administrators learned about students' poor performance on the state third grade literacy assessment. Because of the Partnership's commitment to use assessment directly to inform instruction and curriculum, the Chelsea professionals have been analyzing all testing data to effect major modifications in the overall instructional program during 1997-1998.

In the past, state-mandated assessments of student achievement were broad aggregate indicators of a district's overall levels of performance. Not until the spring of 1997 with the introduction of the Iowa Test of Reading at the third grade and the administration of the Iowa Comprehensive Tests of Basic Skills at the 10th grade were individual student performance data available. In the spring of 1996, Chelsea began its own program of individual performance assessments in literacy and mathematics for children in grades 1 through 8 in order to identify those children who were not meeting district standards and to assess both instructional compliance and the curricula. At the same time, and under new administrative leadership, the district began systematically to rebuild the student database and testing and assessment records--corrupted by years of neglect to the extent that the information was in no way reliable for disaggregating student performance data. It has taken a full year to reconstruct student information from the ground up. Now, as individual state test results and district-based assessments arrive, the Partnership has recorded the data and is in the process of disaggregating and analyzing results in order to acquire much long-overdue information about student performance.

Chelsea's own performance assessments in literacy measure individual student achievement in accord with four standards. The assessor provides each child a grade-level reading passage which the child has never before seen. The child is instructed to read the story to himself or herself; then, at the lower grades, the child reads the story aloud to the assessor. Depending upon the number of errors the child makes, and in accord with strict instruction about assistance the assessor might give, the child is rated in reading fluency as requiring "No Help," "Some Help," "Substantial Help," or "Below Standard." At all grades the child must also provide a summary of the passage: orally in

grades 1 and 2; written in the upper grades. The summary must contain the elements detailed in rubrics for each grade level; and, depending upon whatever assistance a child requires to meet the standard for that grade level, the assessor again determines if the child comprehends the grade-level reading passage with "No Help," "Some Help," "Substantial Help," or fails to meet the standard at all. Those children reading with "No Help," or "Some Help" are reading competently the literal meaning of the grade-level text. Below is a summary of all tested third graders in Chelsea's administration of its literacy assessment during the spring of 1997:

PERFORMANCE ASSESSMENT
1997 Chelsea Third Grade Comprehension

No Help	Some Help	Substantial Help	Below Standard	Total At Grade Level
30%	46%	20%	4%	76%

Chelsea's own performance assessment results parallel the results from the 1997 third grade administration of the Iowa Reading Test. On the Iowa Tests, 33.1% of the tested students achieved "Advanced" or "Proficient" levels. On the Chelsea assessment, 30% required "No Help." The Iowa Tests indicate that 42.8% of the third graders are "Basic Readers," compared to the 46% of the students who read with "Some Help" during Chelsea's own assessments. Both instruments indicate that three-quarters of Chelsea's tested students can read and comprehend at least the literal meaning of grade-level texts (Chelsea, 76%; Iowa, 75.6%).

IOWA TEST OF LITERACY
Massachusetts Assessment: May 1997
Third Grade - Chelsea

Number Tested	Advanced	Proficient	Basic	Pre-Readers	Basic, Proficient and Advanced
332	1.81%	31.33%	42.47%	24.40%	75.61%

However, because only three-quarters of Chelsea students tested are Basic Readers or better, and because far too few students are reading at the "Advanced" or "Proficient" levels, the composite Iowa scores for the third grade place the district at the 30th percentile nationally. That is, of all children in the United States taking the test under similar conditions, 30 percent would score lower than a typical Chelsea third

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grader. In consequence, Chelsea's third grade scores are the lowest among school districts in Massachusetts in percentile rankings. This is obviously grounds for serious concern. It is important to note that in strict compliance with the state's directives for the administration of the Iowa Test of Literacy, all third grade students were given the tests unless they were currently enrolled, and would continue in the fourth grade to be enrolled in a transitional bilingual education class. Also exempt from the testing were any special needs students whose individual education plans precluded standardized testing. Altogether, Chelsea tested 332 of the 455 registered third graders: 6 special needs students (1.3% of all third graders) and 116 students in transitional bilingual education (25.5% of all third graders) were not tested. Had state criteria included these students, it is likely the percentile ranking would have been lower.

With these data and the rebuilt student database, teachers and administrators have begun the process of analyzing the information to reform both instruction and curriculum. While some of the reasons for Chelsea students' failure to achieve at state norms might seem matters of common sense and intuition, the size and significance of some factors have not been apparent until this initial disaggregation of the spring testing data.

One complicating factor is the high degree of transience in Chelsea. This year, for example, the mobility rate for the school system--the percentage of students moving into or out of the system--was 32.92% district wide. A mobility rate derives from the number of students who move into the district after the school year has begun, added to the number who leave the district during the school year, divided by the foundation enrollment, that is, the number of students of record on October 1 of the school year. At the Early Learning Center, the mobility rate was 47.01%, and at Chelsea High School it was 44.90%. This movement in and out of classrooms is disruptive for the students who remain. To discern the impact of the Chelsea schools on the achievement of students is all the more difficult when students who began their education in Chelsea move to other districts and students who began elsewhere move to Chelsea.

**SUMMARY RESULTS OF VARIOUS GROUPS:
THIRD GRADE IOWA TEST OF LITERACY**

Students Tested	Pre-Readers	Basic Readers	Proficient	Advanced
All (332)	24.7%	42.8%	31.3%	1.8%
Transitional Bilingual (21)	14.29%	66.67%	19.0%	0.0%
Home Language Not English (190)	27.37%	44.74%	27.89%	0.0%
Home Language Is English (141)	20.6%	39.0%	36.2%	4.3%
Special Needs (42)	66.66%	28.57%	4.76%	0.0%
Early Childhood (50)	22.0%	30.0%	42.0%	6.0%

Most special needs children in Chelsea are integrated into regular classrooms; only those children tested under separate conditions or within specific accommodations as prescribed by the state testing directives comprise the "Special Needs" category above.

Worthy of particular note is the fact that the group scoring highest overall among the Chelsea students is the group of children who attended pre-kindergarten in the Chelsea Early Childhood Program for at least one year. At the same time, this group is very much a cross-section, fully representative of Chelsea's school population: 62% of these children come from homes where the primary spoken language is other than English.

These categories are not mutually exclusive. Thus, a child who had been in the pre-kindergarten program might also appear in the category of children whose home language is other than English.

A striking feature of these data is how they highlight the issue of second-language acquisition, specifically, the learning of English as a second language. Recent research about bilingualism indicates that children who learn English as a second language require three to five years in regular, English-speaking classrooms before they are able to



perform on par with children whose native language is English. In Chelsea, 31% of the third graders qualified as "Limited English Proficient" students; that is, these students had been or are in transitional bilingual education classes where instruction occurs both in the native language and in English. Of these students, only 25 (18% of all TBE students) were tested on the Iowa tests. However, out of all 332 students tested, 57.23% are from homes where the primary spoken language is not English. (Upon registering children for school, parents in Chelsea declare what language dominates in the home in order that the children receive appropriate language proficiency assessments as mandated by federal and state laws and rules.) While most students from homes where English is not the primary language have proved technically "proficient" in English on the required diagnostics, as third graders they have not yet achieved a level of English vocabulary development or linguistic sophistication to perform at the levels of native speakers.

The Partnership in no way wishes to diminish any student's competence in his or her primary language. Indeed, by 2002 every Massachusetts high school graduate is supposed to demonstrate some proficiency in a second language. To encourage maintenance of the primary language, the Partnership offers such after school classes as Spanish for Spanish speakers in order to extend competence in first languages and promote reading in that language. Furthermore, the Partnership is beginning this fall a full two-way bilingual first grade program at the Kelly School to encourage children to become proficient in English and a second language.

Nonetheless, the lack of English language development shows up sharply in the overall vocabulary scores for the Chelsea children on the Iowa Tests: the average child scored at the 29th national percentile, the lowest of any of the aggregate scores from the test. In contrast, the average Chelsea third grader scored at the 41st national percentile in spelling. (Spelling scores were a separate test item and did not figure into the Reading Comprehension score that determined overall state rankings.) That the spelling scores were significantly higher than the comprehension scores may indicate that Chelsea's comprehensive program of phonics instruction and the use of the Benchmark phonemic awareness packets for underperforming students are having a positive effect.

When matched against prior assessments, the data from the 1997 tests imply a variety of modifications that the Partnership must undertake to improve reading scores at the elementary level and to ensure that the time it takes non-English speaking students to reach proficiency is significantly reduced. At the same time, the array of scores from the old Massachusetts Education Assessment Program reinforce conclusions about second-language acquisition and its impact upon reading development. The last administration of the old assessment (MEAPs) occurred in the spring of 1996 when students in the 4th, 8th, and 10th grades took the exams. (Results arrived too late to be included in the Partnership's 1996 report.) Even though the old MEAP data are aggregate and do not allow for the kind of analysis that the new test instruments promise to provide, the general trends from prior years are informative.

**CUMULATIVE RESULTS OF
MASSACHUSETTS EDUCATION ASSESSMENT PROGRAM**

Grade 4

	1988	1990	1992	1994	1996
Reading	1110	1100	1170	1140	1110
Math	1130	1110	1190	1140	1120
Science	1120	1110	1170	1140	1120
Social Studies	1140	1120	1170	1160	1140

Grade 8

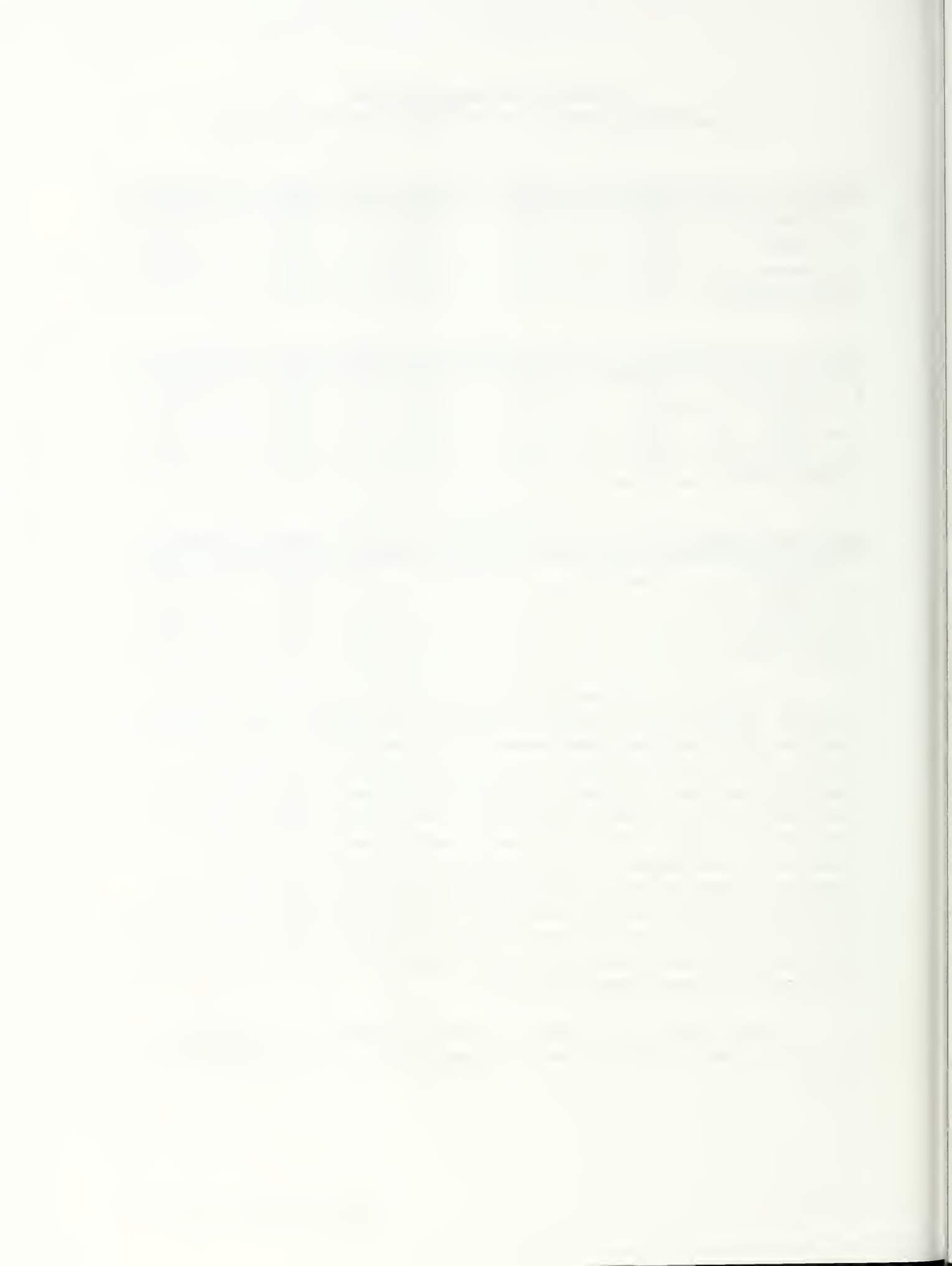
	1988	1990	1992	1994	1996
Reading	1100	1090	1160	1200	1240
Math	1080	1100	1140	1180	1210
Science	1100	1110	1130	1110	1160
Social Studies	1060	1080	1140	1170	1190

Grade 10

				1994	1996
Reading				1130	1150
Math				1120	1160
Science				1120	1140
Social Studies				1130	1160

The trends from 1988 through 1996 indicate flat scores and little progress at the 4th grade. However, in each category at the 8th grade, students demonstrated marked and statistically significant improvement between the base year (1988) and the final year of the tests (1996). (The state indicates that score changes in excess of 50 points are statistically significant.) The marked improvement of 8th graders' achievement still has them falling below state averages and standards. However, the fact that improvement in achievement is as great as 140 points in Reading confirms that students who learn English as a second language typically require three to five years in English-only classrooms to attain achievement levels approaching those of native speakers. It is our clear goal to reduce this lead time for children. The lack of improved MEAP scores at the 4th grade mirrors the results of the more specific 1997 Iowa Tests. Because there were but two administrations of the MEAPs at the 10th grade, there is insufficient longitudinal evidence to form generalizations about trends.

It is also useful to review Chelsea's own literacy performance assessment for grades 1-8. Again, the stronger scores in the upper grades are consistent with the MEAP scores.



PERFORMANCE ASSESSMENT IN LITERACY

April-May 1997

Comprehension

Grade (1997)	# of Students	% No Help	% Some Help	% Sub- stantial Help	% Below Standard	1996 % at Grade Level	1997 % at Grade Level
1	398	46%	36%	16%	2.3%	85%	82%
2	334	28%	39%	32%	0.9%	74%	67%
3	303	30%	46%	20%	4.0%	82%	76%
4	250	47%	38%	15%	0.4%	80%	85%
5	290	27%	56%	17%	0.7%	82%	81%
6	312	47%	45%	7%	0.6%	90%	92%
7	270	29%	65%	5%	0.7%	95%	94%
8	267	70%	24%	5%	0.0%	95%	94%
TOTAL	2424	40%	43%	15%	1.3%	85%	83%

Chelsea's literacy program must raise students' reading ability beyond understanding of literal meanings of the text (the definition of a "Basic Reader" on the Iowa Tests) to levels where students comprehend motivation, causality, metaphoric reasoning, analogies, and broader contextualization based upon common cultural knowledge and conventions. The Partnership has and will continue to pay significant attention to students at pre-reading levels, but it must also pay greater attention to teaching its elementary students to become independent readers who can develop higher order reading skills.

This coming school year Boston University will sponsor fifty work-study students under expanded federal programming to work with Chelsea's elementary children as after-school reading tutors. The tutors not only will focus upon the fundamental decoding skills not yet acquired by pre-readers, they will also work with students who have mastered those skills so that these children can attain higher reading proficiency levels and greater reading independence. Training the tutors will be graduate students and Chelsea teachers working in cooperation with university reading specialists.

To perform well in any language a student must be a reader in that language. Because of the high poverty rate in Chelsea (85% of the students district-wide receive a free or reduced-cost lunch), most families do not have supplies of books and newspapers in the home. Now that the new school buildings each have libraries, and now that those libraries have been stacked over the past school year, teachers, administrators, and parents together need to encourage children to take the books off the shelves and take them home.

Because two-thirds of Chelsea students do not speak English as a first language, the Partnership is extending its program of training staff in the teaching of English as a



second language beyond the traditional group of teachers who receive such instruction--the transitional bilingual educators. Indeed, in Chelsea, every teacher is in reality a teacher of English as a second language. Therefore, within the program of professional development the Partnership will require all teachers to have a repertoire of techniques and methods to use with second-language learners.

At the high school level, test results are more equivocal. On the one hand, the scores on standardized tests, college entrance exams, and advanced placement tests show substantial achievement by some students. On the other hand, the Iowa Tests of Basic Skills indicate that many other students are lagging behind.

The results on the Iowa Tests were disappointing. The composite percentile score for the high school was 28.

1997 10TH GRADE IOWA TESTS OF BASIC SKILLS

Note: NPR=National Percentile; NCE=National Curve Equivalent

	National Percentile	National Curve Equivalent
Reading Total (Vocabulary and Comprehension)	24	34.5
Quantitative Total (Mathematics)	29	36.5
Composite(All Disciplines)	28	34.8

PARTIAL ANALYSIS OF 1997 10TH GRADE IOWA TESTS

Percentile Band	All Sophomores Completing Tests	Students on Free or Reduced Lunch	Students Whose Primary Language is Not English	Students Whose Primary Language is English
100-90	1.9%	1.1%	1.7%	2.6%
89-80	1.3%	0%	.8%	2.6%
79-70	1.9%	2.3%	1.7%	2.6%
69-60	10.8%	11.4%	9.3%	15.4%
59-50	8.3%	6.8%	7.6%	10.3%
49-40	7.6%	9.1%	5.9%	12.8%
39-30	12.7%	13.6%	12.7%	12.8%
29-20	10.8%	10.2%	11.0%	10.3%
19-10	17.8%	15.9%	19.5%	12.8%
09-01	26.8%	29.5%	29.7%	17.9%



Such results call for corrective action. An analysis of the results points to two specific problems that must be addressed. English proficiency clearly affected the test results: 60.2% of students whose home language is not English scored below the 30th percentile, compared to 41% of native English speakers. Clearly, then, greater emphasis must be given to training teachers to teach English as a second language. And student indifference was also a factor. Four students gave fictional names, 44 submitted blank or partial answer sheets, and absent students did not appear for the make-up exams. A more disciplined approach that attaches stakes to test-taking is clearly essential. Laxity at the high school is also evident in the poor annual attendance rate of 79.9%, in stark contrast to rates of 92.6% at the elementary schools and 89.5% at the middle schools.

The solid scores of the more motivated students demonstrate that the curriculum at Chelsea High School is basically sound. But the weak scores of many other students demonstrate that too many students are not making use of that curriculum. Academic opportunity must be translated into academic achievement. This will be a fundamental goal of the newly appointed principal of Chelsea High School. During the summer of 1997 the administration and staff have worked diligently to alter and improve procedures for monitoring attendance, enforcing truancy policies, and supervising students in hallways and other common areas.

The results of college entrance examinations make clear the opportunities that are available. The College Board administers Achievement Tests in specific subjects as well as the general Scholastic Achievement Test (SAT). At the outset of the Partnership, only 4% of Chelsea seniors took Achievement Tests; this past year, 24% did. And the average score on those tests has risen over that period from 421 to 618. This is a clear measure of what the curriculum at Chelsea High School offers the motivated and well-prepared student.

NAME	AGE	SEX	DATE	PLACE	REMARKS
1. J. H. Smith	45	M	1918	Ill.	Admitted to hospital, died of pneumonia.
2. W. B. Jones	32	M	1918	Ill.	Admitted to hospital, died of pneumonia.
3. E. C. Brown	28	M	1918	Ill.	Admitted to hospital, died of pneumonia.
4. F. D. White	25	M	1918	Ill.	Admitted to hospital, died of pneumonia.
5. G. H. Black	22	M	1918	Ill.	Admitted to hospital, died of pneumonia.
6. I. K. Green	20	M	1918	Ill.	Admitted to hospital, died of pneumonia.
7. L. M. Gray	18	M	1918	Ill.	Admitted to hospital, died of pneumonia.
8. N. O. Hall	16	M	1918	Ill.	Admitted to hospital, died of pneumonia.
9. P. Q. Young	14	M	1918	Ill.	Admitted to hospital, died of pneumonia.
10. R. S. King	12	M	1918	Ill.	Admitted to hospital, died of pneumonia.

NAME	AGE	SEX	DATE	PLACE	REMARKS
11. T. U. Lee	10	M	1918	Ill.	Admitted to hospital, died of pneumonia.
12. V. W. Scott	8	M	1918	Ill.	Admitted to hospital, died of pneumonia.
13. X. Y. Adams	6	M	1918	Ill.	Admitted to hospital, died of pneumonia.
14. Z. A. Baker	4	M	1918	Ill.	Admitted to hospital, died of pneumonia.
15. B. C. Miller	2	M	1918	Ill.	Admitted to hospital, died of pneumonia.

THE FOLLOWING TABLES SHOW THE RESULTS OF THE INVESTIGATION OF THE CAUSE OF DEATH IN THE ABOVE CASES.

NAME	AGE	SEX	DATE	PLACE	REMARKS
16. C. D. Wilson	40	M	1918	Ill.	Admitted to hospital, died of pneumonia.
17. D. E. Moore	35	M	1918	Ill.	Admitted to hospital, died of pneumonia.
18. F. G. Taylor	30	M	1918	Ill.	Admitted to hospital, died of pneumonia.
19. H. I. Evans	25	M	1918	Ill.	Admitted to hospital, died of pneumonia.
20. J. K. Roberts	20	M	1918	Ill.	Admitted to hospital, died of pneumonia.

SCHOLASTIC ACHIEVEMENT (formerly APTITUDE) TESTS

Year	Senior Class Size	Number Taking Test	Percent Taking Test	Average Math Scores	Average Verbal Scores	Combined Average Score
1988-89	156	38	24%	369	295	664
1989-90	181	53	29%	388	304	692
1990-91	175	53	30%	380	318	698
1991-92	143	53	37%	356	264	620
1992-93	171	73	43%	347	287	634
1993-94	119	66	55%	368	276	644
1994-95	135	58	43%	402	320	722
1995-96	165	64	39%	407	371	778
1996-97	175	46	26%	436	366	802

Note: Beginning in school year 1994-95, the College Board "recentered" the Scholastic Achievement Scores. In consequence, the combined SAT score will read approximately 100 points higher from 1994-95 on than it would had the scores not been recentered.

Because the number of students in the senior class and the percentage of students taking the exam each year vary markedly, the changes in combined average test scores are not necessarily reliable indicators of improvement. However, scores generally are heading upward; and effectively there has been a 38-point overall increase in SAT average scores between the 1989 testing and the 1997 administration.

COLLEGE BOARD DISCIPLINARY ACHIEVEMENT TESTS

Year	Senior Class Size	Number of Tests	Percent Taking Test	Average of All Scores
1988-89	156	6	4%	421
1989-90	181	16	9%	432
1990-91	175	13	7%	469
1991-92	143	9	6%	488
1992-93	171	10	6%	472
1993-94	119	6	5%	519
1994-95	135	9	7%	421
1995-96	165	50	30%	616
1996-97	175	32	18%	618

The percentage of seniors taking achievement tests has increased markedly over the past two years, and the overall average scores have shown improvement. These indicators suggest that the best students from Chelsea High School are consistently improving their overall academic achievement; therefore, the program itself has potential to yield significantly greater results for all students if detracting factors such as absenteeism can be adequately addressed.



The re-introduction in the 1995-1996 academic year of Advanced Placement (AP) courses at Chelsea High School has given students the opportunity to earn college credit. AP courses culminate in a national AP exam, which are graded on a scale of 1 to 5; many colleges offer credit for a score of 3 or better. A year ago, 13 students took an AP course in United States history; this year AP courses were also offered in chemistry, English literature and composition, and calculus, enrolling 42 students. Eight students scored 3 or better on the AP exams in these four subjects.

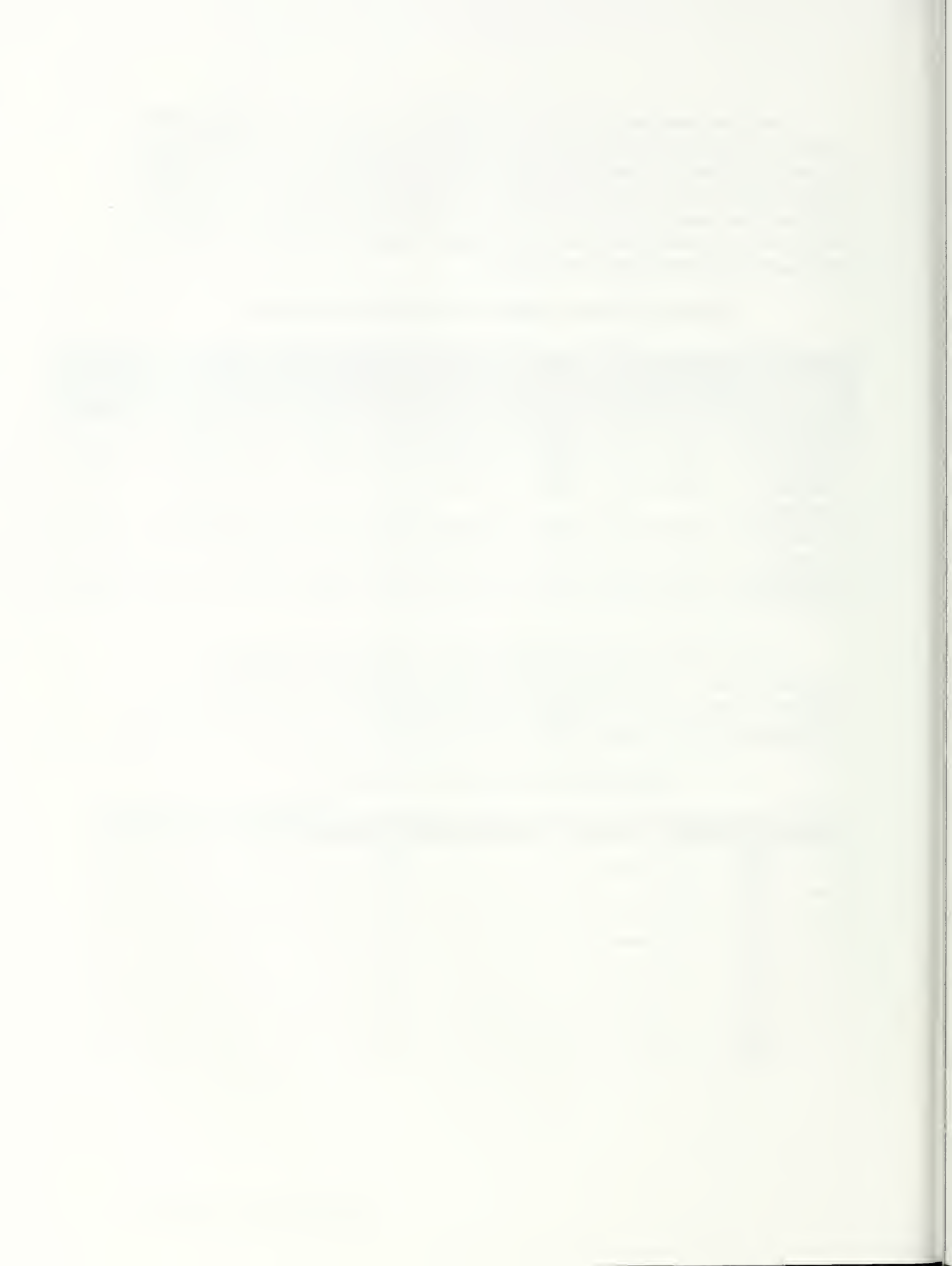
CHELSEA HIGH SCHOOL ADVANCED PLACEMENT

SUBJECT	1996: # OF STUDENTS	1996: AVERAGE	1996: 3 AND ABOVE	1997: # OF STUDENTS	1997: AVERAGE	1997: 3 AND ABOVE
US History	13	1.615	0	20	1.55	1
Chemistry	n/a	n/a	n/a	4	1.0	0
English Lit/Comp	n/a	n/a	n/a	4	1.545	2
Calculus AB	n/a	n/a	n/a	7	2.857	5
TOTALS	13	--	0	42	--	8

One-hundred and forty Chelsea High School seniors received high school diplomas this year. 66% of graduates have already made plans to continue their education at either 2- or 4-year colleges. Most of the remainder of the graduating class are proceeding directly to employment or military service.

CHELSEA HIGH SCHOOL GRADUATES

Graduating Class	Number of Graduating Students
1989	133
1990	175
1991	156
1992	143
1993	171
1994	119
1995	142
1996	140
1997	140



**PERCENTAGE OF GRADUATING CLASS AND NUMBER OF STUDENTS
GOING ON TO POST-SECONDARY EDUCATION**

Class Year	Percent of Class	4-Year College	2-Year College	Other Post-Secondary
1989	52.6%	28	35	7
1990	53.1	40	35	18
1991	60.8	46	30	19
1992	60.1	35	43	8
1993	66.7	53	44	17
1994	72.3	41	39	6
1995	73.7	41	47	17
1996	77.0%	37	57	14
1997	61%	35	45	6

JOB PLACEMENTS FOR GRADUATES OF THE SCHOOL SYSTEM

Year	Work	Military	Percent of "Other or Not Available"
1989	36	6	15.0%
1990	38	1	24.5
1991	41	9	7.1
1992	34	8	3.5
1993	46	4	0.6
1994	22	4	5.9
1995	26	7	2.8
1996	26	4	1.0%
1997	30	5	9%

Both the number of graduating seniors and the decline in the high school drop-out rate continue at a steady pace, consistent with numbers for the 1994-95, 1995-96 school years. The drop-out rate is calculated by comparing the number of students who dropped out over a single one-year period to the October 1 enrollment for that period. The drop-out rate at the high school has remained steady for the past three years at a dramatically lower level than at the start of the Partnership. Ensuring that students are in school continues to be a priority and a challenge for school officials, especially at the high school level. Maintaining a low drop-out rate is an important factor in maximizing instructional time and providing equality of opportunity for students of all backgrounds and abilities.

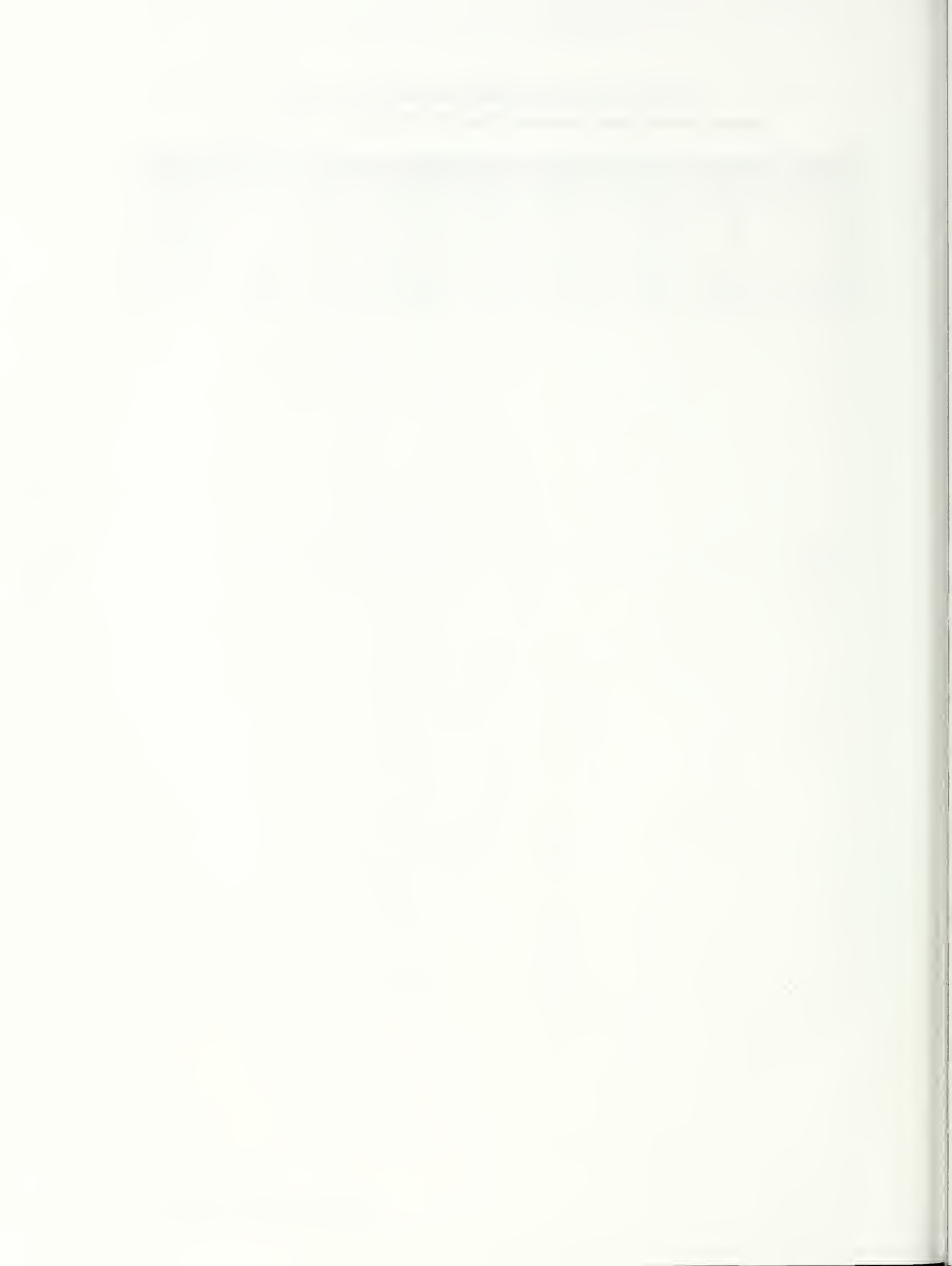
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ANNUAL HIGH SCHOOL DROP-OUT RATE
(Based on enrollment numbers from the October 1, 1996 Report)

Grade	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97
9	27%	17%	6%	10%	12%	5%	6%	3%
10	26	14	12	10	17	12	7	10%
11	19	12	6	6	12	8	10	8%
12	7	9	5	4	12	7	9	8%
Overall	20%	13%	8%	8%	13%	8%	8%	7%



CONCLUSION

The Boston University/Chelsea Partnership begins the 1997-1998 academic year better prepared than at any point in its history to concentrate on academic achievement. In the face of many challenges, many goals of the Partnership have been met or substantial progress towards those goals has been made. The collaboration with the City of Chelsea to build all new facilities has produced buildings that were completed on schedule and on budget. The current School Department administration has worked tirelessly to develop reliable administrative systems and procedures that better serve students, families, and staff members. This can be seen in the much-improved reliability of information produced by the School Department as well as in overall quality of support services.

The Chelsea Partnership offers substantial education to the children and young people of Chelsea. Sound programs are in place and, as in the example of Advanced Placement courses available at Chelsea High School, these provide genuine challenge and opportunity. The enduring challenge for the Partnership is to continue to raise academic standards and to ensure that Chelsea's students--as well as parents and guardians--understand the need to excel in school and that Chelsea's teachers and administrators ask much of their students so that the students will be fully prepared to take full advantage of subsequent opportunities in their lives.



Boston University/Chelsea Partnership Goals

The 1989 enabling legislation identified 17 long-term goals for the Partnership. These goals correspond to the major problems that the Boston University study identified in Chelsea and constitute standards against which progress can be measured over the course of the Partnership.

The seventeen goals are:

1. Revitalize the curriculum of the city's school system.
2. Establish programs for the professional development of school personnel and for the expansion of learning opportunities for parents.
3. Improve test scores of students in the school system.
4. Decrease the dropout rate for students in the school system.
5. Increase the average daily student attendance rate for the school system.
6. Increase the number of high school graduates from the school system.
7. Increase the number of high school graduates from the school system that go on to attend four-year colleges.
8. Increase the number of job placements for graduates of the school system.
9. Develop a community school program through which before-school, after-school, and summer programs are offered to students in the school system and through which adult education classes for inhabitants of the city are offered.
10. Identify and encourage the utilization of community resources.
11. Establish programs that link the home to the school system.
12. Decrease teacher absenteeism in the school system.
13. Improve the financial management of the school system and expand the range of operating funds available to the school system.
14. Increase salaries and benefits for all staff, including raising the teacher salary average to make it competitive with the statewide average.
15. Construct effective recruiting, hiring, and retention procedures for all staff members.
16. Establish student assessment designs and procedures that are of assistance in monitoring programs and that act as incentives for staff members in each school.
17. Seek to expand and modernize physical facilities in the school system.

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